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ABSTRACT

These conference proceedings deal with the role school psychologists can play in the design and delivery of vocational education programs for handicapped persons. The papers describe the general state of the art for vocational education programs as well as specific programs such as career planning, programs funded by CETA (Comprehensive Employment and Training Act), individual educational plans developed by parents and teachers, and vocational assessment procedures. School psychologists are urged to develop specific competencies in career development, vocational education programming, assessment strategies, and counseling techniques for the handicapped. New university training programs are suggested in the field of vocational school psychology. The need for appropriate Individualized Education Programs (IEPs) and parent participation is also emphasized. Additionally, a conference summary is provided along with two appendices containing the conference program and a bibliography on vocational school psychology. (JAC)

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Conference Proceedings

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ROLES IN PROGRAMS FOR HANDICAPPED STUDENTS

School Psychological Services in Secondary Vocational Education

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Sponsored by Virginia Tech
in cooperation with the
Virginia State Department of Education
and the NASP National Committee on
Vocational School Psychology

INTRODUCTION

This conference was the first of its kind in the nation. It was sponsored by Virginia Tech in cooperation with the Virginia State Department of Education and the NASP National Committee on Vocational School Psychology. The conference was supported by a vocational education grant for the purpose of familiarizing school psychologists with vocational education programs for handicapped persons, and roles that school psychologists can play in these programs. It is the hope of the conference planning committee that these activities will facilitate the expansion of school psychological services at the secondary level in general, and especially in occupational preparation programs for handicapped persons.

Approximately 150 school psychologists from 10 states attended the May 18 & 19, 1981 conference on the Virginia Tech campus. They included psychologists employed in the public schools, vocational education regional centers, university school psychology training programs, university vocational teacher education programs, university counselor education programs, community colleges, state department personnel in school psychology and vocational education, and corrections facilities. *It is important to note that all of these settings employ school psychologists to work with occupational training programs for youth and adults.*

The conference began with Dr. Catherine Batsche describing the "state of the art" in vocational education programs for handicapped students. She was followed by Dr. Thomas H. Hohenshil who described roles for school psychology in these programs, with special emphasis upon vocational teacher consultation, inservice, and vocational assessment procedures. Dr. Patricia Poplin described the development and execution of the vocational IEP, and Dr. Thomas Fagan discussed several current trends in school psychology as they relate to functioning in vocational settings. Nine special interest groups were also presented on a number of topics related to vocational school psychology. Dr. Douglas Brown provided the conference summary and synthesis.

There was a general consensus among the speakers, participants, and panel members that school psychological services should be expanded at the secondary school level, and especially in vocational programs at that level. There was also considerable support to expand school psychological services in such post-secondary settings as community colleges, universities, and adult occupational training programs. In support of this, most felt that there is no reason why the skills of school psychologists have to be limited to those clients between 2-21 years of age. The "school" in school psychology should be extrapolated and applied to schooling across the lifespan, rather than being artifically limited to the public school setting.

It is my hope that these conference proceedings will assist those who

attended the conference, as well as those who were unable to attend, to expand the range and quality of psychological services normally provided in the public schools. Although psychological services are certainly of critical importance at the elementary level, I contend that they are no less important at the secondary level. Secondary vocational programs for handicapped students include many of the students we placed in elementary special education programs over the years. It is obvious that they continue to need high quality psychological services at the secondary level and have the right to expect them.

Thomas H. Hohenshil
Conference Director

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MAJOR ADDRESSES

VOCATIONAL EDUCATION OF HANDICAPPED YOUTH: STATE OF THE ART

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Director
Illinois Network of Occupational Programs for Handicapped Students
Illinois State University

INTRODUCTION

It is a unique experience for me to be able to address a group of school psychologists who are interested in the field of vocational education. My background and formal training is as a school psychologist. When I took a job in an Area Vocational Center in 1975 as a Director of Services for the Handicapped, my fellow school pyschologist friends gave me going away gifts that they felt were appropriate for my new endeavor: hammer, saw, protective eye goggles, soldering wire. They thought I had traded in my three piece suits for overalls and my WISC kit for a tool box. Everyone laughed in good fun but there was certainly the implication that I had momentarily lost sight of my goals and that I would eventually return to my senses.

At the time, I did not know enough about vocational education to realize how signifcant the going away gifts were. The gifts represented a stereotyped image that vocational educators have for years worked to change. Although I did not realize the stereotype was misleading at the time, a major portion of my job the last six years has had to deal with changing the image of vocational education, particularly in relation to the handicapped population.

I was not concerned about image at the time I took the job at the Area Vocational Center. I had been working with high school handicapped students who had reading skills at the second and third grade level. Then reading levels and IQ "scores" were not high enough to meet the entrance requirements established by the local vocational school (these requriements have since been removed). The only vocational opportunity left for these students was a workstudy program that did not work well. There were not enough local jobs that the student qualified for so most had to sit in study hall in the afternoon when they were supposed to be on the job. The job offered to me at the Area Vocational Center seemed to be a good alternative

for these students even if it meant I would have to learn how to work with hammers and saw. I soon found out that my assumptions had been right and wrong. Vocational education *did* provide a positive alternative for many of the handicapped students. My "hammers and saws" image, however, was a narrow concept of vocational education that did not begin to describe the varied opportunities available to students with special needs.

What is Vocational Education?

"Vocational education," as used in this paper, will mean those educational programs qualified for reimbursement under the Vocational Amendments of 1976. In the Amendments the term vocational education means:

> **Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree . . . (U.S. 94th Congress, 1976, p. 2211)**

Vocational education is education about and for work. Vocational education meets society's need for a skilled workforce and increases each individual's career opportunities and satisfactions. This segment of education benefits both the individual and society by promoting the appreciation for basic learning while at the same time expanding career options.

Vocational education encompasses more than the industrial occupations typified by the "hammer and saws" images. There are a variety of methods of describing the occupational clusters. In Illinois there are five clusters:

Agricultural Occupations
Business Marketing and Management Occupations
Health Occupations
Home Economics Occupations
Industrial Oriented Occupations

These clusters are used to describe several subclusters and numerous jobs within the subcluster areas. Vocational education programs are ideally provided through a sequence of courses that lead students from a general orientation level through skill level training. Ideally, capstone experiences are offered to the students through cooperative work experience in which students are placed on the job and receive related classroom instruction simultaneously. This sequential approach is often misunderstood in vocational education and can present some serious problems in the education of the handicapped.

Vocational Education of the Handicapped

Vocational education has traditionally been guided by federal legislation designed to address major social problems of the country. For example, as early as the Smith-Hughes Act of 1917, Congress utilized vocational education as a method of retraining and rehabilitating soldiers returning from World War I. During these periods, Congress was content to provide money for vocational programs in areas such as agriculture, home economics, and trades and industry. However, a new direction in vocational education legislation emerged as the social concerns of the nation changed during the early 1960's. This new direction was to have a significant impact on the special vocational needs of handicapped persons.

When John Kennedy ran for the presidency in 1960, he based his election campaign on a platform heavily weighted with the solution of the emerging social problems of the nation. He campaigned for reduced unemployment, assistance to the disadvantaged an underprivileged, and services to the handicapped. President Kennedy demonstrated a strong, personal commitment toward serving disadvantaged and handicapped persons. Two pieces of legislation emerged from his administration which revolutionized the education and training of individuals preparing to enter the world of work. These two pieces of legislation were the Manpower Development and Training Act and the Vocational Education Act of 1963. These laws encouraged the funding of training programs based on serving the individual needs of people as opposed to the previous emphasis which provided funds for the support of selected categorical programs.

In 1967, the implementation of the Vocational Education Act was reviewed and evaluated. Congress was displeased to learn that the social issues implied in the 1963 Act had not been addressed to the degree which they intended. It was found that states had simply continued to support the same basic programs in a manner similar to the pre-1963 era. As a result of its review, Congress decided to strengthen the intended purpose of the law. The Vocational Education Admendments of 1968 included funds that were to be "set-aside" specifically for the purpose of addressing social issues deemed important by Congress. Fifteen percent of the funds provided by Congress were set-aside for the improvement of programs and services for disadvantaged students and ten percent of the funds were set-aside to improve programs for handicapped students.

In 1976, the Vocational Education Act was once again amended. Under the 1976 Act, P.L. 94-482, Congress increased the set-aside funds for the disadvantaged to twenty percent, and the funds set-aside for the handicapped were kept at the ten percent level.

Why has there been so much emphasis on the vocational education for the handicapped? First of all, there has been a general acceptance of vocational education for all students. The National Center for Research in Vocational Education recently reported that eighty-six percent of the general public believe that schools should provide students with an opportunity to learn occupational skills and that seventy-seven percent think schools should give more emphasis to career preparation through vocational education programs. According to the American Vocational Association, there is considerable evidence that vocational graduates have an advantage in the labor market over non-vocational graduates.

Concurrent with the interest in vocational education in general is the realization that handicapped persons can benefit from and have a right to participate in vocational education. For some, personal beliefs and ethical considerations are the motivating factors for supporting participation of the handicapped. For others, economic considerations supply the motivation. For every 100 handicapped persons, only 25 are fully employed (or full time students); 40 are underemployed; 25 are on welfare; and 10 are institutionalized or idle. The economic costs, not to speak of the personal costs, are alarming. For example, in Illinois, it costs from $45 to $200 a day to maintain a person in an institutional setting (more than it costs to educate a person at Harvard). Vocational education has been charged with the reduction of economic problems associated with unemployment and underemployment of the handicapped. There is a growing concern with statistics relating to the handicapped. The handicapped population is already one of the largest minorities in the United States; one in every seven Americans are permanently limited because of health reasons. The number of handicapped persons is likely to increase in the future. By the year 2000, the percentage of Americans who will be over the age of thirty will increase dramatically. Because handicapping conditions increase with age, the number of handicapped persons needing economic support will also rise in the future. This situation will have a major impact on the state of the nation's economy.

What is the Current Status of the Handicapped in Vocational Education?

Vocational education services have increased significantly in the past two decades. While it is difficult to find data to support this belief, there has been a high level of activity in the field evidenced through inservice education programs, special support services, curricular developments, vocational evaluation programs, and job placement programs. Unfortunately, the data indicate that the state of the art is far from desirable. Handicapped students comprised only 2.1% of the more than 16 million individuals served by

vocational education in 1978. Only two-fifths of the mentally and physically disabled adults are employed during a typical year compared with threefourths of all non-disabled adults. Average weekly wages of employed disabled males are 22% lower than their non-disabled counterparts.

Some Major Problems

Why are the data so discouraging? Why is it, that nearly twenty years after the Congressional mandate, there are still barriers to vocational education of the handicapped? Two major problems have been identified by the National Education Association as having limited the successful implementation of P.L. 94-142, The Education for All Handicapped Children Act. These problem areas are also applicable to vocational education of the handicapped: **Attitudinal Barriers** and **Bureaucratic Inertia**.

Attitudinal Barriers

The attitudinal problem of vocational teachers has been identified in almost every article and research report written on vocational education of the handicapped. Numerous researchers cite it as *the* major barrier to successful integration of the handicapped in vocational programs. (However, there is some evidence that the attitudinal problem is diminishing. For example, a survey of Mississippi educators found attitudinal problems *not* to be a barrier.) It is not surprising that the attitude of vocational teachers is not always favorable to working with the handicapped. First of all, not everyone supports the right to education principle. Approximately 35% of the vocational teachers in one state did not support the concept of least restrictive environment. Many of us have talked to vocational teachers who have said, "If I wanted to work with the handicapped, I would have majored in special education." Attitudinal problems may be due inpart to misinformation, fears, stereotypes and myths. It is wise to examine these problems in terms of vocational education.

Employability of the Handicapped. Several myths exist about the employment of the handicapped. According to research conducted by the DuPont Company, many common beliefs held by employers are unfounded. For example, it has been found that:

1. **A handicapped person will not increase a company's compensation and disability premiums.**
2. **The accident rate for handicapped persons is not greater than and often less than that of non-handicapped persons. Safety records are not jeopardized by employing the handicapped.**

3. **Handicapped persons generally have better attendance records than the average employee.**

4. **Handicapped persons generally do not require expensive and extensive changes in equipment and facilities.**

5. **Handicapped persons generally do not expect special privileges and were reported to want to be treated like any other employee.**

This information can be helpful when working with employers and vocational educators. Vocational education has been fighting its "dumping ground" image. Unfortunately, some vocational educators fear that the handicapped population will be difficult to employ and will therefore add to this image.

Differing Goals. To the novice in vocational education, it may appear that the goals of vocational education and special education are sometimes in conflict. The problem is due to a lack of understanding of the goals of each discipline. For example, one of our initial placements at the Area Vocational Center involved two trainable level mentally retarded persons in a Child Care program. The initial reaction of the vocational teachers was that these students would probably never be employable and that they would not be able to be successful in the two year community college program required to become a child care aid. The goals of the special education personnel focused less on employability skills and more on personal development skills needed by these students as future parents (one of the students was pregnant.) Following a conference with the teachers of both areas, parents, and students, these differences in goals were resolved.

A similar case involving retarded students placed in a secretarial program resulted in the realization that there were two needs:

1. the need for special education personnel, including myself, to become more familiar with the goals and purposes of vocational education, and

2. the need for vocational teachers to examine the concept of career laddering to determine if the entry level positions can include positions other than those traditionally considered.

Stereotyped Placements. A stereotype that affects handicapped persons is that there is only a small range of careers that handicapped persons can pursue. For example, deaf persons are typically placed in jobs where there is a high level of noise (print shops, mail rooms); retarded persons may be placed in food service lines, custodial jobs, or messenger services. Although

these jobs may be appropriate for some individuals, placement decisions are often based on the handicapping condition and not on the interests and abilities of the individual. A particularly offensive career stereotype is that retarded persons should be given boring, monotonous jobs because of a need for routine, repetitive activities. Some retarded persons are not well suited for repetitive activities and boredom can affect their productivity on the job. The obvious need is to promote the evaluation of each student's interests and aptitudes and to design an individualized vocational plan based on this information rather than on stereotypes.

Bureaucratic Inertia

In addition to attitudinal barriers, the National Education Association identified bureaucratic inertia as a problem interfering with successful implementation of the intent of P.L. 94-142. The vocational education of the handicapped has also been hindered by some of the problems common within bureaucratic structures.

Communication. One of the first difficulties encountered by those involved in special needs vocational education is a difference in language. For example, when special educators talk about "placement", they typically mean special education service placement. To vocational educators, placement means job placement. To special education, "co-op" means a joint service agreement among districts; to vocational education, it means cooperative work training. "Articulation" in special education language refers to a term in speech therapy; to vocational educators, it refers to sequential program offerings in Kindergarten through Adult. These jargon differences are not a difficulty in themselves but they do represent a communication gap that has to be overcome before persons with differing backgrounds can begin to understand one another. Interdisciplinary and interagency communication is a necessay component of serving the handicapped population in vocational education, but it is a very difficult activity in the burreaucratic process.

Mechanical Problems. There is another set of bureaucratic problems that poses barriers to accessibility in vocational education. Architectural barriers, for example, can be easily resolved if the mechanics can be set in motion. If the greenhouse is architecturally inaccessible, the technology exists to correct the problem. The difficulty generally lies with determining which agency is responsible for removing the barriers and then implementing the needed changes. One group of special educators and typing teachers worked extensively to modify a secretarial program to accommodate a quadriplegic boy who wanted to learn office skills. The plans fell through when transportation problems could not be resolved. Adaptations to equipment, facilities, and curriculum can be made given the necessary

support. Although the attitudinal commitment may be present, it is sometimes difficult to get the bureaucratic mechanisms moving toward the same goals at the same time.

Support Services. Administrative structures are oftentimes not set up to facilitate the cooperation of vocational teachers and special education teachers. It is often difficult to arrange class schedules to allow for team teaching. Released time for curriculum adaptation, consultation, and resource assistance may not be possible to arrange in certain administrative structures. Resentment is frequently expressed when the size of special education classes is considerably lower than that of vocational education classes even if the number of handicapped students is the same in both classes. Some of this resentment could be alleviated if time were allocated for resource assistance from the special education teacher whose students have been mainstreamed in regular vocational classes. Special needs vocational education requires cooperative instructional arrangements among the service providers. Administrative models are needed which allow the time and organizational structure to accommodate this cooperation.

IEP Implementation. Although paper compliance is generally demonstrated with the IEP process, there is little substantive compliance apparent in vocational education. Vocational educators report that they are rarely asked to participate in the development of the IEP. Many vocational teachers report that they have not even seen the IEP's. The problem appears to be lack of teacher time, inability to coordinate the schedules of the high school teachers to plan cooperatively, and the reluctance of the special education teacher to ask the vocational teacher to participate in the paperwork process. Rarely are vocational class placements based on adequate assessment information. This lack of student evaluation makes the validity of vocational education class placement questionable.

What Can Be Done?

There has been a great deal of progress in special needs vocational education. Although this presentation has focused on the problems that still exist, one must not lose sight of the fact that special education and vocational education have contributed to the slow, steady progress that is evident. There is an obvious need, however, to expand services at a much faster rate than in the past. School psychologists and special educators can provide the impetus for change by becoming more involved in the vocational process. The following suggestions for school psychologists may be helpful in overcoming some of the barriers to access and equity in vocational education for the handicapped.

1. Every vocational education program is required to have a local

advisory committee. Ensure that an advocate of the handicapped population is present on this committee.

2. If the special education and guidance personnel are not familiar with vocational education programs in the district, encourage them to visit the vocational classes, observe the class activities, and discuss the goals of the program with the instructor.

3. Arrange for student tours of the vocational education programs so that the handicapped students can gain an awareness of course offerings and activities.

4. Ensure participation of vocational teachers in the development of the IEP.

5. Encourage the school psychologists, guidance counselors, and administrators to develop a vocational evaluation process to guide student placement in vocational programs.

6. Talk to guidance counselors to determine the method used to place handicapped students in vocational classes. Lack of information on the part of those who schedule students in classes often results in inadvertent discrimination.

7. Develop a recruitment program to encourage handicapped students to enroll in vocational classes.

8. Encourage administrators to conduct joint inservice activities for vocational teachers and special education teachers.

9. Encourage administrators to examine the scheduling structure to provide for joint planning and resource time by special educators and vocational teachers.

10. Conduct information groups to orient parents to vocational opportunities for students in the district.

12. Testify on behalf of the handicapped at state level hearings sponsored by vocational education.

The vocational education of the handicapped requires cooperation among those in vocational education, special education, guidance and counseling, rehabilitation and school psychology. The growing interest by school psychologists is encouraging and will undoubtedly result in strengthening the services provided. There are unique skills that school psychologists possess that are needed to improve vocational education opportunities for the handicapped. Those of us with "hammers and saws" in our WISC kits welcome your interest and enthusiasm and look forward to the advancements that are certain to result from your contribution.

ROLES FOR SCHOOL PSYCHOLOGY IN VOCATIONAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS

Thomas H. Hohenshil
Chairperson
NASP National Committee on Vocational School Psychology
and Professor
Virginia Tech

It is a pleasure for me to serve as one of the presenters for this conference on vocational school psychology. As you know, the conference is supported by a vocational education grant with the general purpose of familiarizing school psychologists with vocational education programs for handicapped persons, and the roles that school psychologists can play in these programs. It is my hope that the activities included in this two-day period will facilitate the expansion of school psychological services at the secondary level in general, and especially in occupational preparation programs. I thought you would be interested in knowing that your colleagues in the audience represent 10 different states and include psychologists employed in public schools, vocational education regional centers, university school psychology training programs, university vocational teacher education programs, university counselor education programs, community colleges, state department of education personnel in school psychology and vocational education, and corrections. It is important to note that *all* of these settings employ school psychologists to work with occupational training programs for youth and adults.

The historical development of vocational school psychology spans less than a decade, yet the National Association of School Psychologists (NASP) viewed the movement with such promise that the NASP Delegate Assembly unanimously approved it as the first recognized specialty in the profession in March of 1979. More recently, the President of NASP and others have described vocational school psychology as a major thrust of the profession during this decade (Fagan, 1981; Grimes, 1981; and Trachtman, 1981). The rationale for the development and popularity of vocational school psychology is partially rooted in the historical development of the profession itself, but more significantly is related to several pieces of federal legislation, namely the Vocational Education Amendments of 1976, the

Career Education Incentive Act of 1975, the Vocational Rehabilitation Act of 1973 (especially Sections 503 and 504), the Education for All Handicapped Children Act of 1975, and the 1978 Amendments of the Comprehensive Employment and Training Act. These pieces of legislation have forged new relationships between and among professional education personnel, parents, the general public, and employers.

From a historical perspective, school psychology has evolved through a number of developmental stages in an effort to meet the everchanging needs of a wide variety of clientele. Traditionally perceived as a "tester and classifier" of children for special education classes, the school psychologist has more recently functioned as an educational and psychological consultant, developmental specialist behavior modification expert, facilitator of educational change, curriculum specialist, and organizational development specialist, as well as the traditional diagnostician and therapeutic agent (Barclay, 1973; Bardon & Bennett, 1974; Bergan & Tombari, 1976; Grimes, 1981; Kabler, 1977; Kelman & Wolff, 1976; and Trachtman, 1981).

Since its inception, school psychology has been closely related to special education, primarily at the elementary level, while vocational education was provided primarily at the secondary and post-secondary levels. Thus, school psychologists and vocational educators have normally functioned at different levels of education serving different clientele. The more recent roles proposed for school psychologists are designed to apply the knowledge and skills of practitioners to the total school environment by identifying those aspects which tend to produce learning and behavioral problems, and modifying or eliminating them. However, as noted by Hohenshil and Warden (1978), few knowledgeable people would disagree that most school psychologists still function primarily at the elementary school level, whether it be in diagnostic, therapeutic, or consultation roles. Involvement at the secondary level is usually confined to retesting for special education and referral of students exhibiting severe behavioral problems. This contention is further supported by the professional literature. For example, Kramer and Nagle (1980), in an informal survey of the 1974-77 issues of the *Journal of School Psychology, Psychology in the Schools,* and *The School Psychology Digest*, found that only 7% of the research articles involved high school aged subjects. In contrast, 82% of the research articles related to elementary school children (K-5), while 11% dealt with middle school (6-8 grade) children.

As Fagan (1981) notes, school psychology and special education need to devote more attention to the career development of secondary handicapped students. For decades, secondary psychological services have been scarcely available. Handicapped students placed in elementary school special education programs during the past decade are now in, or are preparing to

leave secondary education. Nationwide concern for the handicapped and their vocational capabilities is growing as handicapped students leave the protected educational setting and are forced into the competitive employment market. Parents and handicapped students alike clearly recognize that success in competitive employment is almost mandatory in order to build independence in life. In the 1980's, school psychologists will increasingly be called upon to help handicapped students *and their families* bridge the gap between school and society, a gap which is frequently much wider for handicapped than nonhandicapped persons. As Fagan further contends, this will require a dramatic shift of the focus of psychological services from predominantly elementary school to secondary and even post-secondary levels; from predominantly placement orientation to follow-through and service orientations; and from basic education concerns to broader mental health and vocational concerns.

Vocational Education Needs

Over the last sixty-five years, vocational education programs have received the largest and most continuous federal support of any single aspect of the public school curriculum. Vocational education programs became a part of the public school curriculum with the passage of the Smith Hughes Act of 1917. During the intervening years, Congress provided continuous and expanded federal funding through a variety of legislative acts, the most recent of which is Title II of P.L. 94-482 (Vocational Amendments of 1976). At the present time, such funding is available for training in any occupation requiring less than a baccalaureate degree for entry level employment. In 1980, more than 50% of all secondary youth were enrolled in some type of occupational training program.

In reality, vocational education has become a Congressional instrument to combat the lack of occupational training and high dropout and unemployment rates among disadvantaged and handicapped youth. The Vocational Education Amendments of 1968 reflected the concern of Congress for an expanded vocational education role in the education of youth with special learning needs. In that far reaching legislation, categorical funding was mandated to assure that at least 10% of the federal vocational monies to the states was spent for vocational programs for the handicapped, and 15% for disadvantaged youth. The Vocational Admendments of 1976 continues this type of categorical funding by requiring the states to spend 10% of their federal vocational monies for handicapped and 20% for the disadvantaged. This legislation also requires that, for the first time, states must match these federal dollars (Hohenshil and Warden, 1978).

The critical need for school psychological services in vocational education programs, especially those for the disadvantaged and handicapped, has been well documented in the professional literature as well as in practice. The literature in vocational education is replete with references citing the dramatic need for diagnostic services to identify, place, plan, and evaluate instructional programs for handicapped and disadvantaged students. There is also great need for revision of traditional vocational curricula, for vocational teacher in-service and pre-service education, and for consultation services regarding instructional and behavior management techniques to use with special needs students (Batsche, 1981; Dietrich, 1980; O'Brian, 1980; Phelps, 1978; Sitlington & Wimmer, 1978; Wall, 1976). These concerns and needs have arisen simply because the majority of vocational teachers were not provided with adequate training in their pre-service education programs to effectively instruct youth with special learning and emotional needs. Now they are being required by law to work with these students both within their regular classrooms, as well as in special vocational classes for the more severely handicapped (Hohenshil, 1974; Hohenshil, Ryan & Warden, 1978).

In a parallel form of vocational training, the Comprehensive Employment and Training Amendments of 1978 (CETA), Congress made an effort to target available resources sharply on individuals having the greatest need. One of the major criticisms of CETA's previous performance made by the House Committee on Education and Labor was its poor record with handicapped persons. The Committee therefore recommended several amendments which strengthened the commitment of CETA to serving the handicapped. Among these was a significantly increased emphasis upon assessment and counseling services. There were also provisions to force CETA into an increasingly close relationship with public school vocational programs to reduce duplication of effort and fully utilize resources. Although some people question the appropriateness of school psychology services for adults, this may well be a new frontier in the profession. There is no reason why the skills of school psychologists have to be limited to those clients below the age of 21. *The "school" in school psychology should be extrapolated and applied to schooling across the lifespan, rather than being artificially limited to grade 12.*

The target populations for CETA have primarily involved those frequently classified as socially, educationally, culturally, and/or economically disadvantaged, and those with various types of handicapping conditions. Frequently, these are individuals who have dropped out of school before graduation, and have poor reading, writing, and math skills, often to the point of rendering them functionally illiterate. These are often the students who have been "passed" through school until old enough to drop out. If they did make it through high school, it was probably in a

general curriculum which provided no salable vocational skills for entry level employment. They would be recognized as our "grown up" learning disabled, disadvantaged, poorly motivated students, often with below average "tested" mental ability. Frequently, they attended schools without adequate special services to diagnose their learning problems nor adequate special or vocational education programs and supportive services to assist them even if diagnosed. In both the popular and professional literature, these are the students public school failed. They represent some of the most difficult learning problems existing anywhere in this nation. In many instances, adult vocational education programs are their last chance to be self-supporting, independent human beings (Hohenshil, 1979).

The Birth of Vocational School Psychology

During the 1970's, the stage was set to initiate the vocational school psychology concept in response to five landmark pieces of federal legislation which provided for significantly expanded career development services to handicapped students. The Vocational Rehabilitation Act, especially Sections 503 and 504 and the Education for All Handicapped Children Act virtually assured that handicapped persons have the same right of participation in career development programs as non-handicapped individuals. The Vocational Education Amendments Act, the Career Education Incentive Act, and the CETA Amendments all provided federal funding to assist handicapped individuals select, prepare for, and participate in gainful employment. In a short period of six years, these five pieces of legislation began requiring a variety of professional areas (vocational education, special education, career education, rehabilitation, school psychology and school counseling) to work closely together in order to deliver high quality career development programs and services to handicapped youth and adults.

One thing which was readily apparent in the early 1970's was that there was no one professional group which as prepared to provide high quality instructional and support services in vocational and career education programs for handicapped persons. For the most part, vocational educators were not well trained to work with handicapped persons; special educators lacked knowledge and skills in vocational and career education; rehabilitation counselors were frequently not very knowledgeable about public school vocational education programs; most school counselors were not adequately trained to work with the handicapped; and most school psychologists lacked information about occupational training programs and the skills necessary to serve handicapped adolescents and adults in such programs.

Thus, there was not a single one of the traditional instructional or support groups that was trained to provide comprehensive career

development services to handicapped clients. It seemed at the time that there were three options available in the support services area. One would be to create a completely new kind of service provider. However, one need only look to the fate of the child development specialist of the 1960's to predict the future of a completely new service provider in the schools. A second option would be to expand school counselor training to include diagnostic skills and knowledge about handicapping conditions. However, it was felt that this would be prohibitive because it would take an additional year or two of training. The third option would be to take school psychologists who already had diagnostic skills and the skills necessary to serve handicapped youth, and provide additional training in vocational and career education for handicapped persons, vocational assessment skills, and career planning skills. Thus, the vocational school psychology concept was born as a field of study, practice, and research that in effect blends the knowledge and skills of traditional school psychology, vocational education for the handicapped, career planning processes, and vocational rehabilitation. The vocational school psychologist is one who has knowledge and skills in each of these professional areas. In effect, psychologists trained in the vocational aspects of school psychology can not only provide services in the traditional manner to elementary schools, but also have the knowledge and skills to provide equally high quality services to adolescents and adults (both handicapped and nonhandicapped) in occupational training programs.

Introducing the Vocational Aspects of School Psychology

Recognizing the critical need for the types of services that could be provided by school psychologists with vocational competencies, and the high potential for the profession, the author conducted a comprehensive computer assisted search of the literature in 1973 to determine if there was any significant activity in the vocational areas by school psychologists. The computer assisted search included all the major document bases in psychology, vocational education, special education, school counseling, and rehabilitation. This search did not produce a single reference which dealt specifically with the potential roles of the school psychologist in occupational training programs. This was a rather startling discovery, especially in view of the large federal, state, and local expenditures for this type of educational programming since 1917.

Leadership in the National Association of School Psychologists quickly recognized the promise of vocational school psychology.In 1974, a special issue of the *The School Psychology Digest* was devoted to the roles of school psychology in career education programs. From 1974-1977 a number of programs on the vocational aspects of school psychology were presented at NASP National Conventions and several articles appeared in the *Journal of*

School Psychology, Psychology in the Schools, and *The School Psychology Digest.* In 1977, NASP appointed the National Commission to study the School Psychologist's Role in Career and Vocational Education. 1978 was a productive year for vocational school psychology. It saw the publication of another special issue of *The School Psychology Digest,* this time devoted to the theme: "Vocational Education for Youth with Special Learning Needs: Roles for the Vocational School Psychologist." The first article about vocational school psychology in the *American Vocational Journal* was also published in that year. In a most significant development (March, 1979), the NASP Delegate Assembly unanimously adopted the *Study Report of the National Commission to Study the School Psychologists' Role in Career and Vocational Education.* This *Report* called for increased involvement of school psychology in career development programs as well as the development of a specialty in vocational psychology to serve secondary students and adults. Since the unanimous approval of this *Report* was a major milestone, its full content and recommendations follow:

REPORT: COMMISSION TO STUDY THE SCHOOL PSYCHOLOGISTS' ROLE IN CAREER AND VOCATIONAL EDUCATION

INTRODUCTION

In July of 1977, the President of the National Association of School Psychologists appointed the co-chairpersons of the Commission to Study the School Psychologists' Role in Career and Vocational Education. Leaders in education or school psychology who had expertise in either career education or vocational education were enlisted from across the nation. The nine member Commission proceeded to formulate a set of recommendations which could constitute a position statement of the National Association of School Psychologists.

In almost every reference regarding vocational education for special needs students, vocational educators cite the urgent need for diagnostic services to identify, place students, and plan and evaluate instructional programs for the handicapped and disadvantaged. They also see a great need for revision of vocational curriculum, the extensive need for vocational teacher inservice and preservice education, and the need for consultation services regarding behavior management and instructional techniques to use with handicapped and disadvantaged youth. These concerns and needs have arisen simply because most vocational teachers were not provided adequate training in their preservice education programs to effectively instruct special needs youth. The individual education plans and least restrictive environment stipulations required in P.L. 94-142 also cause concern for vocational educators for the same reasons.

Vocational educators are in need of school psychological services to assist them to serve special needs students, but it is not enough to prepare school psychologists to function in vocational-technical educational settings alone.

Vocational-technical education is only one aspect of career education. If the profession is to embark upon serving vocational technical education, possession of skills and knowledge in the broader dimension of career education is apparent.

Finally, school psychology has attempted to serve all students, not just the handicapped and disadvantaged students. This service should continue to be provided from preschool through adult and continuing education.

Following this thinking, the commission concludes that the specialty in vocational school psychology be developed to serve secondary students and adults.

RECOMMENDATIONS

The National Association of School Psychologists makes the following three recommendations to school psychologists and school psychologist trainers as a beginning step toward improving preservice and inservice training in vocational school psychology:

1. Vocational school psychologist preservice and inservice trainers should collaborate with professionals in vocational-technical education, vocational rehabilitation, special education, and counselor education.

2. Vocational school psychologist preparation should train school psychologists for major leadership functions in the provision of vocational school psychological services for youth and adults.

3. School psychologists should initiate research on their roles in vocational school psychology to provide documentation for program outcomes.

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The NASP National Committee on Vocational School Psychology was appointed in 1980 and 1981 to further the development and implementation of vocational school psychology. 1979 and 1980 also saw additional areas of practice proposed in the literature. One of these areas dealt with providing school psychological services for adults in various occupational training programs. The other dealt with the impact of work patterns upon family development and proposed several ways in which school psychologists can help parents facilitate their children's career development (Hohenshil, 1979; Hohenshil, Hummel & Maddy-Bernstein, 1980).

Currently, the popularity of vocational school psychology is reflected by the fact that states are beginning to devote statewide conferences to this theme. For example, Virginia Tech received a grant to conduct this inservice conference for 150 school psychologists. As you know, the purpose of the conference is to familiarize school psychologists with vocational

programs for handicapped students, and the roles they could play in such programs. Topics for the conference included: (1) Vocational assessment procedures for the handicapped; (2) The development and implementation of the vocational IEP; (3) Vocational programs for handicapped students; (4) CETA programs for handicapped perons; (5) Training in vocational school psychology; (6) Career planning processes for handicapped students; (7) School psychology/Vocational education relationships; (8) Helping parents to help their handicapped child plan a career; and (9) Roles of school psychologists in occupational training programs for handicapped persons. Florida held a statewide conference in 1981 for trainers of school psychologists, counselor educators, and vocational educators which was designed to facilitate communication among these groups with the goal of improving career development programs for handicapped students. The states of South Carolina and Georgia also will devote their 1981 fall school psychology conventions to the topic of vocational school psychology. In addition, doctoral level programs with a vocational school psychology specialty have been developed cooperatively with Virginia Tech and James Madison University, and at Oklahoma State University. A number of other universities have also begun including a vocational component in the training program for *all* of their school psychology students.

This pretty well sums up the historical development and current status of the vocational school psychology movement. In a period of less than a decade it has moved from conceptualization to national visability and recognition. As noted by Fagan (1981) and others (Grimes, 1981; Trachtman, 1981), vocational school psychology appears to be one of the major frontiers of growth in the decade of the 1980's.

The Practice of Vocational School Psychology

The practice of school psychology in a vocational setting is not all that much different from practice in other settings. The basic functions are similar, but the clientele is different. However, it is clear that school psychologists must, in some ways, change the way they function and acquire new and expanded skills if they are to provide the kinds of services described as necessary by vocational educators and others who are involved in various types of career development programs. The following sets of direct and indirect services have been proposed:

Direct Services

The direct services provided by vocational school psychologists include individual and group assessment and diagnostic procedures, individual and group counseling, and referral services. The necessary assessment and diagnostic skills go beyond those traditionally performed by school

psychologists. In addition to the traditional norm and criterion referenced instruments to evaluate mental functioning, achievement, personality, perception, and small motor coordination, psychologists working with occupational training programs also need knowledge and skills with vocational aptitude batteries, vocational interest inventories, career maturity measures, and such techniques as work sampling and job analysis. This is not to say that a school psychologist would be the one who actually administers all of these procedures. However, the psychologist practicing in vocational programs for handicapped youth must know enough about them to make accurate referrals to those who do.

Not only is it necessary to use the traditional techniques which attempt to predict success in "academically" oriented programs, but the vocational school psychologist needs the knowledge and skills to relate specific vocational aptitudes and interests to those required for success in a wide variety of vocational programs. To report that a student classifies in a certain range of mental ability and may or may not have the aptitude to succeed in traditional school subjects is not sufficient. The psychologist must be skilled enough to predict the probability of success in a wide range of vocational programs in an effort to place the student in an appropriate training program. This will require psychologists functioning in vocational settings to have expertise with vocational aptitude, interest, and career maturity measures as well as a comprehensive knowledge of the specific traits necessary for success in each vocational training program.

Although school psychologists would not normally administer all of these measures (work sampling, vocational aptitude and interest instruments, etc.), they should have the expertise to integrate and interpret the results in conjunction with data from a typical psychological evaluation. Although some might contend that this should be done by school counselors, the fact of the matter is that the vast majority of school counselors do not have the training or skills to work effectively with handicapped persons and even less preparation to provide services to handicapped students who might benefit from vocational education. Thus, the vocational aspects of a comprehensive psychological evaluation are gaining increasing importance.

In the area of individual and group counseling procedures, the vocational school psychologist may provide such services as work adjustment counseling in addition to other types of crisis oriented, personal-social counseling. Proficiency in developmental counseling, values clarification, and career decision making skills are also helpful when working with handicapped students in career development programs.

Referral services include the traditional referrals to various inschool and community agencies. They also include the development of close working

relationships with vocational rehabilitation, employment services, special education, and the wide variety of vocational programs in which handicapped youth might be placed. Welfare, medical personnel, and parents are usually involved in the vocational decisions and vocational preparation of handicapped students. Close working relationships are also necessary in the business/labor/industrial/government community when placing and working with handicapped individuals in cooperative and work experience vocational programs (Fagan, 1981; Hohenshil, 1975; Hohenshil, Ryan & Warden, 1978; Kramer & Nagle, 1980; Medway, 1978; and Wallbrown, 1979)..

Indirect Services

Indirect services are efforts to assist persons by working through significant others who may have more primary contact. Significant others might be vocational teachers, counselors, parents, employers, or other school or community personnel. There is a well documented need for inservice education for vocational teachers who serve handicapped students. The majority of these teachers have had little professional training to work with students with special learning needs. School psychologists can play a valuable inservice role by providing vocational teachers with knowledge of the learning and behavioral disabilities. The mastering of behavior management and instructional strategies proven effective with special needs students is also needed by vocational teachers. Symptom identification, mainstreaming techniques, and curriculum modification are all essential areas of consultation and inservice training that school psychologists functioning in a vocational setting might provide. Assistance in program evaluation and writing grants to initiate new vocational programs for the handicapped are other areas where vocational school psychologists can utilize their knowledge and skills.

The importance of indirect services cannot be overestimated, for the most frequent cause of vocational instructors' failure is not their lack of skill in the particular trade area, but rather their failure to take into consideration the learning and/or behavioral characteristics of the handicapped students being taught. The school psychologist can also provide valuable consultation services to vocational instructors who do not deal specifically with handicapped students. For example, in many trade and industrial education programs (carpentry, plumbing, auto mechanics, etc.), the primary criterion for teacher selection is demonstrated occupational competence in a specific trade area, rather than completion of a traditional teacher training program. Because the majority of these vocational teachers receive their education in the "school of hard knocks", many are not graduates of teacher training institutions and thus are not knowledgeable of

contemporary educational practices and behavior management techniques. Inservice training and consultation in these areas would assist vocational educators a great deal (Donohue, 1978; Hohenshil, Hummel & Maddy-Bernstein, 1980; Hohenshil & Warden, 1978; Smith, 1978; Telzrow, 1975).

As one can surmise from the above, the actual services provided by psychologists practicing in vocational settings are not all that much different than those traditionally provided by school psychologists (assessment, diagnosis, counseling, consultation, and inservice education). What is different is the clientele (adolescents and young adults) and program content (vocational and career development programs).

Preparation in Vocational School Psychology

The kinds of roles and functions proposed for vocational school psychologists do require changes in traditional school psychology training programs. Although Bruner, Super, and others have seen career development as a critical aspect of general human development, as of this writing not a single state in the nation requires significant coursework in career development theory, vocational education, or career education for certification in school psychology. Compounding this, even the professional standards proposed by NASP in the 1977 special issue of *The School Psychology Digest* do not include a single reference to the necessity for knowledge or skills in vocational education. However, it is just as important for the school psychologist functioning in the vocational setting to have expertise in such programs as it is for the psychologist functioning in a special education setting to have extensive knowledge and skills in special education programming. In fact, it is necessary for the vocational school psychologist to have skills in *both* areas.

A wide variety of vocational education programs are offered by most public schools, each requiring specialized instructional techniques on the part of the teacher as well as a specific set of aptitudes for success on the part of students. To function effectively in vocational settings, school psychologists must have a thorough knowledge of these programs and the types of aptitudes, interests, and skills required for each. The effective school psychologist must be able to couple this information with knowledge of human development and the learning processes of both typical and atypical students. Armed with this knowledge and knowledge of vocational assessment procedures, the school psychologist is an extremely valuable consultant to vocational teachers in the design of appropriate vocational and career education programs, selection of students, and inservice training and consultation regarding student management and learning styles (Fagan & Hohenshil, 1976). Hohenshil and Warden (1978) proposed that vocational school psychologists possess the following comprehensive set of competency domains:

1. **Career and human development theory and research**, and the skills necessary to translate this knowledge into developmental vocational, special, and career education programs.
2. **Vocational education programs** (regular, handicapped, and disadvantaged), and the skills necessary to assist in program development and modification, student selection, behavior management, instruction, and placement.
3. **Special education programs**, and the skills necessary to assist in program development, student selection, behavioral management, instruction, and placement.
4. **Career education**, and the skills necessary to assist in the development and implementation of self and career awareness, orientation and exploration, and preparation, placement and follow-up programs.
5. **Consultation strategies**, and the skills necessary to assist students by working through others (teachers, counselors, parents, administrators, peers, etc.).
6. **Inservice education techniques**, and the skills necessary to develop, implement, and evaluate such programs on a variety of topics for faculty.
7. **Individual and group assessment strategies**, and the skills necessary to develop or select, administer, and interpret a variety of instruments, and translate the resulting data into appropriate educational, decision-making, and behavior management programs (mental ability, aptitude, interest, career maturity, work sampling, behavioral observation, achievement personality).
8. **Individual and group counseling practices**, and the skills necessary to assist individuals in career, educational, and personal planning and problem-solving.
9. **Decision-making processes**, and the skills necessary to develop and implement programs designed to teach and facilitate career, educational, and personal decision-making.
10. **Behavior management techniques**, and the skills necessary to implement these programs through teachers and parents.
11. **Special instructional methodologies**, and the skills necessary to select and recommend them for appropriate individuals and groups (regular, handicapped, disadvantaged).
12. **The unique educational and career development needs of special groups** (women, minorities, handicapped, disadvantaged, adults, etc.) and the skills necessary to assist them in their development.
13. **Sexism and racism**, and the necessary skills to reduce institutional discrimination in order to broaden the career, educational, and social opportunities for all students.
14. **Community resources**, and the skills necessary to make appropriate referrals and act as liaison between the school and referral agencies.
15. **Research and program evaluation**, and the skills necessary to acquire evidence of the effectiveness of vocational, special, and career education programs.
16. **Educational trends and state and federal legislation** which may influence the development of vocational, special, and career education programs.
17. **The role and function** of the vocational school psychologist.

Potential Employment Settings

There are a variety of settings which are appropriate for the employment of vocational school psychologists. Following are several of these settings:

Vocational Technical Schools
Comprehensive High Schools
Regional Education Service Centers
State Departments of Education
  Division of Vocational Education
  Division of Pupil Personnel Service

Division of Special Education
Division of Rehabilitation Services
Division of Mental Health and Retardation
University School Psychology Training Programs
University Counselor Education Programs
Univeristy Vocational Teacher Education Programs
University Special Education Teacher Trainig Programs
Community Colleges
Private Practice
Private Consulting Firms
Private Schools

The ultimate criterion for success of vocational school psychologists will be their employment record in suitable settings servicing vocational technical education, special education and other areas which deal with the occupational education of both handicapped and non-handicapped students. As vocational school psychologists demonstrate that they can provide the diagnostic, inservice, and consultation services needed in occupational training programs, employment will be one of the least of the professional problems. In addition, generalists in school psychology who also acquire skills in vocational areas will be much more valuable to their clients as well as their employers.

The Future

It is clear that not all school psychologists will or should become vocational school psychology specialists. However, it is equally clear that school psychologists cannot function effectively at the secondary level unless they are knowledgeable about vocational education opportunities and the career development needs of handicapped students. It is anticipated that there will be a cadre of specialists specifically trained to function in vocational settings. This is already occurring in doctoral programs offered cooperatively by Virginia Tech and James Madison University, and by Oklahoma State University. It is also anticipated in the future that *all* school psychologists will have some vocational knowledge and skill competencies included in their pre and inservice training programs. One of the greatest challenges to professional organizations during the decade of the 1980's will be how to devise and deliver continuing professional development programs to enable all school psychologists to provide expanded services at the secondary level. For those psychologists wishing to specialize in vocational school psychology, the opportunities for rewarding employment in a variety of areas are promising. The potential is clearly there for growth during the 1980's.

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THE DEVELOPMENT AND EXECUTION OF THE VOCATIONAL I.E.P.: WHO DOES WHAT, WHEN, TO WHOM

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Introduction

The need to provide vocation training and to develop skills for employability among the handicapped has long been recognized and advocated by professionals from the fields of vocational education, special education, and vocational rehabilitation. Although the need is recognized and concern is often expressed by professionals, vast numbers of handicapped individuals have passed through their formative years without developing the vocational skills necessary to prepare them for employment. The following statistics concerning vocational education and employment of handicapped youth and adults over the last five years reveal an acute problem.

1. Acording to the U.S. Census Bureau Report in 1976, 85 percent of employed handicapped people earn less than $7,000 per year, and 52 percent of this segment of the population earn less than $2,000 per year.
2. Of more than 220 million people in the United States, 30 million are disabled in one way or another, yet only 4.1 million are employed.
3. An Office of Civil Rights Survey for FY 79-80 indicates only 2.5 percent of the students enrolled in Secondary Vocational Education programs were identified as handicapped. However, this represents an increase over the 1.7 percent handicapped student enrollment in vocational education in FY 75-76.
4. The cost of dependency among unemployed disabled people in this country presently exceeds $114 billion per year, and is increasing rapidly.
5. Today over one million disabled students in this country, particularly between the ages of 16-21 years, lack career and vocational skills to compete for jobs in their communities.

Title II of the Education Amendments of 1976 (P.L. 94-482) specifically earmarks funds for vocational education programs, services or activities

which serve the handicapped. The thrust of P.L. 94-482 is intensified by other recently enacted legislation such as Public Law 94-142 (The Education for All Handicapped Children Act) and Section 504 of P.L. 93-112 (The Rehabilitation Act of 1973) which require the implementation of significant and innovative changes to meet the needs of handicapped individuals in education and employment. In combination, these three pieces of legislation have the potential of opening new pathways and providing new opportunities which have heretofore eluded students with handicapping conditions.

P.L. 94-142: The Education for All Handicapped Children Act of 1975

P.L. 94-142 is the most comprehensive of the three major pieces of legislation focusing on educational opportunities for the handicapped. This legislation, through several key provisions, assures that:

1. All handicapped students between the ages of three and twenty-one receive a free and appropriate public education.
2. Individualized education plans are developed and maintained for each handicapped student.
3. Due process procedures are provided to handicapped learners and their parents in the development, implementation and evaluation of the individualized education program.
4. Each handicapped student is served in the "least restrictive educational environment" and educated with non-handicapped learners to the maximum extent appropriate.
5. Non-discriminatory testing and assessment procedures be utilized in the evaluation and placement of handicapped students and that policies and procedures to protect the confidentiality of student records be in existence.

The Education for All Handicapped Children Act contains provisions which relate directly to vocational education for the handicapped. States are required to submit annual program plans to the United States Office of Education which ensure that funds received under the Vocational Education Amendments of 1976 are utilized in a manner consistent with the goal of providing a free and appropriate public education. Because "appropriate education" includes individualized educational plans, handicapped students enrolled in both regular and special vocational education schools or classes are required to have individualized educational plans developed. The full educational opportunity goal required by the legislation specifically states that "state and local education agencies shall take steps to ensure that handicapped children have available to them a variety of programs and services available to non-handicapped children including industrial arts,

home economics, and vocational education." (Federal Register, Tuesday, August 23, 1977, Section 121A, 305) Since 1976 the definition of special education in the Education for All Handicapped Children Act has been expanded to become a very significant component in the career development and proparation of handicapped persons at both the secondary and post-secondary levels.

The Individualized Education Plan

The primary mechanism for carrying out the provisions of P.L. 94-142 is the individualized education program (I.E.P.). The individualized education program concept contains several key elements.

> **Individualized** means that the written program is relative to the educational needs of one person, not a class or group of students.
> **Education** specifically refers to special education and related services—those elements of the handicapped child's education that require specially designed instruction to meet the unique needs of the handicapped person.
> **Program** means a written statement of what educationally will be provided to handicapped; it is not a plan or a set of general guidelines upon which a program will be developed. (McKinney and Sray, 1979, p.3.).

Federal regulations specify that the I.E.P. must include the following basic components:

> - A statement of the student's present levels of educational performance.
> - A statement of annual goals, including short term instructional objectives.
> - A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs.
> - The projected dates for initiation of services and the anticipated duration of the services.
> - Appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis whether the short term instructional objectives are being achieved.

The law requires that four persons participate in the preparation of the written individualized educational program. These persons are the parent(s) or guardian(s), the child's teacher(s), a representative of the local education agency providing the special education services, and whenever appropriate, the child. The development and effective execution of the I.E.P., however, requires the involvement of an interdisciplinary team and the cooperation

and collaboration of a number of professionals and other concerned individuals. Essentially the I.E.P. is an agreement among the involved parties that delineates the special education and related services (including vocational education) that will be delivered to the handicapped student.

The Vocational Component of the I.E.P.

If one assumes the ultimate goal of our public school special education programs is to provide handicapped students with skills for employability, independence, and successful life adjustment and that the I.E.P. is the primary mechanism for assuring the achievement of this goal, then the following statistics raise many questions about the validity of our assumption. **The Second Annual Report to the Congress on the Implementation of P.L. 94-142** revealed that I.E.P.'s seldom contain concrete long term vocational goals and for this reason do not aid significantly in the career preparation process. Only six percent of all I.E.P.'s for 1979-80 contained information on vocational goals for students in the 13-15 age group, 9.9 percent of the I.E.P.'s contained vocational or pre-vocational short term objectives and thirty-one percent of the I.E.P.'s for students in the 16-21 age group featured vocational goals and objectives.

A new thrust must be initiated to emphasize the inclusion of career education and vocational education goals and objectives in the I.E.P. process. At each juncture in I.E.P. process, communication and collaboration between professionals from the disciplines of vocational education and special education must occur. The majority of handicapped students are identified and are receiving special education before they are old enough to participate in vocational education programs. Career education, pre-vocational instruction and the necessary prerequisite academic and social skills which are essential for successful participation in vocational education programs should be included in each student's I.E.P. at the primary and elementary school levels. It is imperative that vocational educators begin to communicate with special education personnel on the prerequisite skills needed by handicapped students for enrollment and success in vocational education programs. The interaction between vocational educators and special educators must span the total I.E.P. process from initial referral of the student to the annual review of the I.E.P. goals and objectives. A review of the process for developing the vocational component of the individualized education program includes the developmental phase, the implementation phase, and the evaluation phase.

The Developmental Phase

A series of distinct steps comprise the developmental phase of the I.E.P. process for handicapped students in vocational education. The first step in

the process is *referral*. This step involves the identification of students who are experiencing learning, behavioral, physical, emotional, or communication difficulties in a vocational program and the completion of referral forms specifying the difficulties being encountered by the student. The referral forms are then transmitted to a *screening* committee within the school which reviews the referral and collects additional information to determine the type and extent of special service which may be required to adequately serve the student. The vocational teacher may be contacted to provide information on the student's progress, achievement, and behavior as a part of the in-school screening procedure. The student's parents or guardians must be contacted for permission to assess the student using individually administered tests and evaluation instruments.

Upon receipt of parental approval for individual assessment, an individual *evaluation* of the students' present functioning levels is undertaken. The process is typically conducted by a school psychologist; however, a number of specialists may eventually be required to participate in the evaluation procedure. Among these additional specialists are: audiologists, physicians, speech therapists, vocational evaluators, etc. The nature and extent of the individual student's disability determines the additional specialists who may need to be involved in the evaluation process. The information obtained during the evaluation will be utilized in actual development of the I.E.P. if the student is considered handicapped and eligible for special education (including vocational education) and related services.

If a student has been referred from a vocational program or if placement in a vocational program is a possibility, vocational evaluation is an essential part of the evaluation process. Vocational evaluation provides information in each of the following areas:

> (1) prevocational training needs, such as work habits and attitudes;
> (2) specific vocational training needs i.e., whether the student should be given on-the-job training or specific skill training in selected areas;
> (3) most effective training methods to be used with the student both in school and on the job; and
> (4) best placement for the student at the end of the program, either in specific skill training or on the job (Sitlington and Wimmer, 1978, p.75).

The information that is available from a vocational evaluation is invaluable in the development of the vocational component of the I.E.P. Based on the results of the evaluation process, the student may be

identified as handicapped and determined *eligible for special education* and related services. Following the eligibility determination, actual preparation of the written individualized education program may be initiated. The written I.E.P. is developed as a team effort. If vocational education is being considered as a placement option for the student then a representative of vocational education, preferably the referring or receiving vocational educator, should be involved as a member of the I.E.P. team.

During the I.E.P. team meeting the results of the evaluation are shared and participants have the opportunity to discuss the students' strengths, weaknesses, needs, performance levels and potential. The vocational educator may need the assistance of either a special educator or a school psychologist in interpreting the evaluation results and applying the results to planning or modifying the instructional program in vocational education to more effectively meet the needs of the handicapped student.

The role of the vocational education representative as an I.E.P. team member is to provide the other I.E.P. team members with information on the "pre-requisite skills, mechanical aptitudes, dexterities, coordination, strength, reading level, and other aptitudes required of any student entering the specific vocational program", (Phelps and Batchelor, 1979, p. 17). The students' educational characteristics, vocational potential and individual needs are then equated with the requirements of the vocational program prior to actual preparation of the written I.E.P. document and placement in the program.

The I.E.P. is usually a two part document. The first part is the "Total Service Plan" which specifies present levels of performance, annual goals, special education and related services to be provided and proportion of time the student will participate in specific programs or services. The second part of the document, the "Interdisciplinary Service Plan", divides each annual goal into short term instructional objectives, instructional strategies and evaluation procedures. The portion of the Interdisciplinary Service Plan which relates to the annual goals and short term objectives for vocational education is the vocational component of the I.E.P. The Total Service Plan and the Interdisciplinary Plan should specify a well integrated educational and instructional program for the student. The vocational component of the I.E.P. should be supported with appropriate goals and objectives in the academic areas.

For example, the reading and computational skills required of a handicapped student in vocational education should be remediated and/or reinforced by the special education program or the regular academic program. These reading and computational skill requirements for successful participation in vocational education would also be addressed through annual goals and short term objectives on the Total Service Plan and the Interdisciplinary Service Plan of the I.E.P.

The structure of the vocational component of the Interdisciplinary Plan is usually based on skills or tasks required for employment in a specific job or occupational area. These skills or tasks may also be referred to as competencies within the vernacular of vocational education. The short term objectives on the I.E.P. are generally taken from task or competency lists which comprise the building blocks for vocational education curriculum. An example of an I.E.P. based on a task or competency list may be found in Appendix A.

Special educators and school psychologists with their vast knowledge of handicapped learner characteristics and learning modes can assist the vocational educator in specifying the instructional strategies and evaluation procedures appropriate for a handicapped learner in a vocational program. The developmental phase of the I.E.P. process provides an opportunity for parents and professionals to work together in planning the best program possible for each handicapped student.

Implementation Phase

The implementation phase of the I.E.P. process is undoubtedly the most critical of the three phases. The vocational educator utilizes the vocational component of the I.E.P. as a guide in planning and delivering instruction to the handicapped individual. Frequently, the vocational instructor will find it necessary to work with the special education teacher in order to meet the handicapped learner's educational needs. Meetings on a regular basis to share information on progress, problems, and effective strategies may be required. The successful implementation of the vocational component is often an endeavor in cooperation between professionals in special education and vocational education.

Evaluation Phase

The evaluation phase of the I.E.P. process is based on the legal requirement in P.L. 94-142 that progress toward the achievement of short term objectives be determined on an annual basis. Mastery of the skills or competencies delineated on the vocational component of the I.E.P. should be evaluated on a continual basis. A summary of evaluative information may be required at the close of grading periods or if modifications are needed to revise I.E.P. goals and objectives, the placement decision, or the provision of support services. The annual evaluation provides an opportunity to review the achievements of the handicapped learner in relation to the goals and objectives of the I.E.P.

The evaluation phase of the I.E.P. process provides both a summary of achievement and a beginning. The evaluation process supports both planning for future I.E.P.'s and suggests changes to improve the delivery of services.

Summary

The individualized education program process, through the phases of development, implementation and evaluation, provides both vocational and special educators with the opportunity to work as a team in planning and delivering effective vocational programs to handicapped learners. The I.E.P. process provides a structure for the implementation of good educational practice. It should be viewed and supported as an opportunity for educators to make a difference in the career preparation and life adjustment of the handicapped.

APPENDIX A

INDIVIDUALIZED EDUCATIONAL PROGRAM
TOTAL SERVICE PLAN

Child's Name Cindy Caldwell **Age:** 17 **Birth Date:** 1/3/63 **Program Location:** Everytown Area Vocational School **Grade Level:** 11

Parents/Guardians: M. Caldwell **Address:** Anytown, VA **Telephone:** 703-333-3333

Present Levels of Performance: Reading: Nelson Reading Test Vocabulary 7.1; Paragraph Com., 8.7; Total, 7.6 Math: WRAT, 7.1
Spelling: WRAT, 9.1 Wechsler Adult Intell. Scale: Verbal 80; Performance, 66; Full Scale, 78, (1979). Revised Beta
Examination, I.Q 63. Social Emotional: Shy, withdrawn. Speech/Language: Exhibits slow labored speech but understandable
Vocational: Has difficulty following written instructions, follows oral instructions, follows oral instructions well. JEVS: Qualifies for not Worker
Trait Components - no marketable skills. Motor development: Average in all areas evaluated.

Student Strengths: Consistent worker, not easily distracted.
Punctual. Follows oral instructions. Appropriately
dressed and groomed. Work energy and stamina is good
Attentive in group discussions. No physical limitations.

Student Weaknesses:

Medication (if any): N/A

Reason: N/A

Date Prepared: 6/23/80

IEP COMMITTEE RECOMMENDATIONS

Annual Review:

Initial Placement: XXX

Primary Exceptionality: Mildly Mentally Retarded **Secondary Exceptionality(ies):** Visual problem. Speech problem

Major Goals (in order of priority): Cindy will proceed at a rate appropriate to her intellectual ability in the following areas:
(1) Vocational development (2) Social Development (3) Academic Skill Development

Anticipated Starting Date: April 1, 1981 **Projected Duration:** March 31, 1982

Annual Program Objectives			
1) Cindy will successfully complete instructional units in the Food Services cluster with a concentration in the baking pastry subcluster.	1) Food service instruction academic instruction.	3 hrs day	1) Food services instructor
2) Cindy will increase her positive interpersonal behavior through personal and group counseling.	2) Vocational counseling services Guidance department	2-3 hrs. a week	2) Vocational counselor
3) Cindy will improve her reading and math skills through participation in remedial academics related to the food services cluster.	3) Department of Special Education	2 hrs. day	3) Special education resource instructor

Parent/Guardian Approval: X Yes ___ No

Signature — 4/1/81 Date

Implied Consent if parent/guardian unavailable to sign: ___ Yes ___ No

Principle
Signature — Title of Authorized Agency Representative

Date of Verification: 4/1/81

IEP Committee Members: P. Jones R. Ashburn, L. Brown, J. King

Committee chairman:

Signature

INDIVIDUAL EDUCATIONAL PROGRAM
INTERDISCIPLINARY SERVICE PLAN

Child's Name Cindy Caldwell **Age** 17 **Program Location** Everytown Area Vocational School **Date of ISP** 4/1/81

"Short Term" Objectives	Strategies/Techniques	Person(s) Responsible	Evaluative Criteria	Date Completed	Comments
1.1 Maintain a safe environment	1 Teacher demonstration students simulate actual conditions	1 Food Service Instructor/ Special Education Teacher	1 Teacher observation Teacher designed tests		
1.2 Understand basic first aid procedures	2 Students review first aid and related texts — teacher demonstration and class discussion	2 Food Service Instructor/ Special Education Teacher	2 Red Cross first aid Master Test		
1.3 Practice fire safety and fire fighting	3 Teacher demonstration followed by student simulated practice	3 Food Service Instructor/ Special Education Teacher	3 Teacher observation and procedural check sheet		
1.4 Inventory food, supplies, and utensils	4 Discussion of labeling and packaging Preparation of inventory	4 Food Service Instructor/ Special Education Teacher on packaging quantities	4 Performance evaluation Teacher made tests		
1.5 Store food correctly in proper storage areas	5 Student review of visual media	5 Food Service Instructor	5 Performance evaluation and written teacher made test		
1.6 Transport dishes, trays, and pans safely	6 Teacher demonstration reinforced with visual media	6 Food Service Instructor	6 Performance evaluation		
1.7 Clean and sanitize work areas	7 Teacher demonstration followed by class discussion. Guest speaker from local Health Dept.	7 Food Service Instructor	7 Performance check sheet Teacher made test		
1.8 Interpret recipes	8 Teacher demonstration with student practice in foods lab	8 Food Services Instructor/ Special Education Teacher	8 Teacher made tests		

INDIVIDUAL EDUCATION PROGRAM
INTERDISCIPLINARY SERVICE PLAN

Child's Name Cindy Caldwell Age _____ Program Location _____ Date of ISP ____

"Short Term" Objectives	Strategies/Techniques	Person(s) Responsible	Evaluative Criteria	Date Completed	Comments
1.9 Weigh and measure ingredients	9 Students review common weights and measures in text. Teacher demonstration followed by laboratory experience.	9 Food Service Instructor/ Special Education Instructor	9 Performance evaluation with teacher made tests		
1.10 Mix ingredients according to recipe	10 Teacher demonstration followed by student modeling	10 Food Services Instructor	10 Performance evaluation		
1.11 Prepare and serve beverages	11 Teacher demonstration followed by student practice	11 Food Services Instructor	11 Performance evaluation		
1.12 Fill beverage dispensers	12 Teacher demonstration with student modeling	12 Food Services Instructor	12 Performance evaluation		
1.12 Prepare, store, and serve salads	13 Teacher demonstration followed by student preparation/serving of salads in foods lab	13 Food Service Instructor	13 Performance evaluation		
1.14 Grease and prepare pans	14 Teacher demonstration with student modeling	14 Food Services Instructor	14 Performance evaluation		
1.15 Portion and prepare to serve pies and desserts	15 Teacher demonstration with student preparation in food laboratory	15 Food Services Instructor	15 Performance evaluation		
1.16 Wash pots, pans and utensils	16 Teacher demonstration reinforced with visual media and student practice	16 Food Services Instructor	16 Performance evaluation and teacher made tests		
1.17 Prepare, form and bake yeast bread	17 Teacher demonstration reinforced with self-instructional modules and followed by student lab experiences in yeast bread cookery.	17 Food Services Instructor	17 Performance evaluation with checklist for yeast breads		

INDIVIDUAL EDUCATION PROGRAM
INTERDISCIPLINARY SERVICE PLAN

Child's Name Cindy Caldwell **Age** _____ **Program Location** _____ **Date of ISP** _____

"Short Term" Objectives	Strategies/Techniques	Person(s) Responsible	Evaluative Criteria	Date Completed	Comments
1.18 Prepare and bake muffins, quick loaf breads, and biscuits	18 Teacher demonstration followed by student lab experiences with quick breads	18 Food Services Instructor	18 Performance evaluation with checklist for quick breads		
1.19 Prepare pie crust	19 Teacher demonstration with student modeling and laboratory practice with pie crusts	19 Food Services Instructor	19 Performance criteria checklist		
1.20 Prepare, bake, and store cookies	20 Teacher demonstration followed by student practice using individual modules on cookie cookery	20 Food Services Instructor	20 Performance criteria checklist		
1.21 Prepare, bake, store, and portion cake	21 Teacher demonstration followed by student modeling in cake lab. Reinforcment through SFS on Baking and decorating cakes	21 Food Services Instructor	21 Performance criteria checklist		
1.22 Ice and frost cakes	22 Teacher demonstration followed by student lab experience with cake decorating. Guest cake decorator and demonstration from local bakery.	22 Food Services Instructor	22 Performance criteria checklist		

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INDIRECT AND DIRECT TRENDS IN SCHOOL PSYCHOLOGY: AN OPTIMISTIC APPRAISAL FOR THE FUTURE

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Background Statement

It is difficult to provide a description of my perception of current trends in school psychology without providing a brief background description of school psychology. School psychology is considered to have its roots in the late nineteenth century ideas and practices of Lightner Witmer, a then controversial figure in the young American Psychological Association, and whose interests were as much in professional practice as in academic endeavors. His work with children at the University of Pennsylvania clinic in 1900 involved seeing about three children per day and prescribing pedagogical treatments (Reisman, 1966).

Since those early beginnings, the development of school psychology has been closely related to those of psychology, child development, tests and measurements, special education, guidance and counseling and other areas. Arnold Gesell, in 1915, apparently was the first appointed school psychologist by title (in the state of Connecticut), hired to "travel about the state diagnosing children who needed special class placement (Tindall, 1979)."

School-related psychological and special educational services have expanded in the twentieth century from a few bureaus of child study and classroom programs to a nationwide network of facilities, district-based or cooperatively obtained school psychologist services and, an elaborate system for servicing the special needs of exceptional persons under the responsibility of state and local education agencies. School psychologists, and related professional colleagues in education and mental health, have not reached what they consider ideal levels of service provision; but it is unmistakable , that at least in sheer numbers of personnel and programs, our growth can only be considered phenomenal.

While growth in numbers has been striking, change in other areas has also occurred. The description of early "school psychological" practice are narrow by present day standards, though many school psychologists are still practicing a testing-only model. Bardon and Bennett's (1974) definition of school psychology as a profession which "brings psychological knowledge, skills and techniques to bear on the problems presented by the school as a total, unique place in which people live and work and on the problems of people living in the school," suggests a much broader role and function. The reasons why narrower roles exist are complicated, and I have attempted to address them through my Presidential Message column in the *Communique* this year. Some will be reiterated later in this session.

Taken collectively, several sources suggest the state of the art today (Ramage, 1979; Goldwasser, Meyers, Christenson and Graden, 1981; Bardon, 1977; Catterall, 1979; Brown and Lindstrom, 1977; Brown, Horn and Lindstrom, 1980). There appear to be about 40,000 school psychologists on earth; between 14-16,000 of them in the United States, serving children on an average ratio of 1:4000, with one source indicating that 75% report a ratio of 1:3000 or less (Ramage, 1979). Such numbers suggest that almost one-fourth of all American pschologists are school psychologists. Approximately half of all school psychologists are female; half report having less than five years of experience and half are under the age of 35.

In 1976, there were roughly 7,500 students in training at approximately 200 institutions (a more recent estimate would be 250 institutions) and approximately 2,200 graduates during the 1976-77 year. While entry-level titles vary considerably, 50 states now provide certification standards in contrast to only 9 states in 1950. About two-thirds of practitioners hold the Ed.S. degree or its equivalent. The percent of practitioners holding doctoral degrees is approximately 16%, and of all school psychologists, less than 25%.

One-third of practitioners work in districts serving 5,000 students or less; one-in-five works alone while one-half work in settings with less than 5 colleagues. Practitioners tend to spend approximately two-thirds of their time on individual psycho-educational evaluations, work under ten-month contracts and carry case loads considered too large. Other duties iclude counseling and therapy, consultation, in-service education, research and program evaluation.

Of interest to those from Virginia are the data from Hughes and Clark (1981) suggesting that rural school psychologists tend to have a more diverse role, spend less time on traditional assessment activities, are as involved with continuing education and as satisfied with their jobs as their urban colleagues. The 1981 N.A.S.P. Membership Directory includes demographic information suggesting that the median salary is currently between $18-

21,000. The Directory also lists 41 state association affiliates, including the Virginia Association of School Psychologists, where only 21 affiliates existed in 1976. Virginia had no N.A.S.P. members in 1969, 94 members in 1978, and 223 members in March of this year.

Such growth reflects generally upon the National Association of School Psychologsts whose membership should exceed 7,000 by September, 1981. Such an achievement would represent a 40% increase over 1979. The estimated revenue for the coming fiscal year is almost $450,000, in contrast to only $75,000 as recently as 1971. There is no mistaking that the National Association of School Psychologists is the largest exclusive representative of school psychologists at the national level and has played an enormous role in our development and maintains an active membership of about 2,300. The efforts of Division 16 leadership were largely responsible for professional development of school psychology in the earlier part of our history including the Thayer Conference in 1954. NASP and APA Division 16 are involved in several joint efforts which will influence the future of the profession. Among these are the Spring Hill Symposium of June, 1980, and the coming Olympia Conference.

Our historical development is a clear indication of the necessity for viewing trends only in the context of related areas of development and growth. Thus our current analysis of specific trends must first be couched in an analysis of events in related areas.

Trends With Indirect Impact

Referring to the following trends as having indirect impact is not intended to reduce their significance. In some cases their indirect impact is closely related to direct impact trends and may have even greater long-range influence on our profession.

1. For at least a decade, educators and population specialists have been cautiously eyeing the public school enrollments and other population statistics. Without laboring the point, enrollments have seriously declined, will continue to decline for several years, and even with predicted increments in the late eighties or early nineties, will not reach the size experienced in the sixties. Such changes have left abandoned attendance centers all over the country and have created difficult times for the teaching profession in terms of preparation, employment outlooks, and job security and satisfaction. College enrollments in general have marginally survived by attracting older persons into study (Magarrell, 1981), but the same is not generally true for public schools at the elementary and secondary levels. Many public school subject areas have decreased in enrollments, but others are expected to increase not because of shifting student interests, but rather

the implementation of mandatory regulations. A recent article in the *Kappan* (Gay, Dembowski, and McLennan, 1981) states: "In all likelihood, minimum literacy skills, special education, and vocational education will continue to be emphasized for the foreseeable future in most school districts,"—a welcome forecast for at least this audience!

Not only have enrollments declined and shifted, but the age characteristics of the adult population have presented a precarious situation where a growing portion of the population is either childless or no longer has school-age children. This situation may forecast gloom for the future financing of public education dependent upon persons who generally have little immediately perceived stake in it. At the very least, it should be clear that public education cannot rely upon enrollment as a stabilizing variable or as a source of increasing education funds.

2. Relatedly, the problem of school finance, and the economy in general can only be described as somewhere between unpredictable and on the brink of doom! This may be an exaggeration to knowledgeable economists, but as a parent and school psychologist whose economic information comes largely from the evening news, the morning paper and a weekly news magazine, the economy appears to me as being particularly unfavorable. For at least the past decade, public education has groped with experimental financial proposals such as voucher plans and tuition tax credits. Articles have abounded on the instability, unsuitabililty and inequity of the property tax structure for much of schooling. At the same time, our rate of inflation has dramatically increased and the economic forecasts for the next several years are described as variable. I personally find it unlikely that the forces which created the present situation will abate quickly as a result of the policies of any public administration; and the variable economic outcomes observed over the past two years will likely continue, with slow rates of economic growth over a longer period (perhaps a decade or more) and with the forecast for the private sector employment being more optimistic than for those in public, government supported occupations.

For those who have forgotten what things were like only a decade ago my wife and I purchased our wedding rings for $250 in 1969; honeymooned in the New Orleans French Quarter, staying at a guest house for $10 per night; purchased a new, full-sized automobile for $3,650 (with air, power brakes and steering, vinyl top, whitewalls and stereo); our first home, admittedly modest, for $14,000 at 7% interest in 1972 and our second home, less modest, for $35,000 with an assumable rate of 7½% in 1976. I still have the 1970 car with 167,000 miles on it, and I might think about selling the home for around $80,000. My perusal of newspaper ads suggests that a "good" riding lawnmower now costs more than I paid for a new small car in 1966. I know

it makes me sound ancient, but when my brothers and I went to the triple-feature western movie on Saturday afternoons in the early 1950's, we only paid 14¢ apiece. To make me seem younger, let me say that when I worked in a Dairy Queen in 1961, you could still buy an ice cream cone for 5¢ and you got it with ice cream in it! Do not be mistaken. Those days are gone forever under the most optimistic of economic forecasts.

3. Almost concurrently, public education's financial dependence on the federal government has grown. Districts that wailed over the federal government's intrusion into local matters 10 years ago are now wailing over the government's refusal to continue funding various programs even though it has meant enormous regulatory burdens. At least for the near future, we can anticipate less federal government spending in any direct manner to public education and, depending upon the fiscal stability of state and local governments, we will likely see reduced expenditures from those sources as well.

In Tennessee, for example, schools are heavily dependent upon local property taxes and monies from the state which come largely from a sales tax. No state or local income tax is allowed. With recession and higher interest rates directly related to reduced purchasing, dependence on the sales tax and a generally low property tax rate has created a financial "crunch" for Tennessee schools. Many educational programs will be cut, including services to exceptional children, unless additional sources of funds are found, . . . and soon.

4. Unlike the period 1950-70, the last ten years have been characterized by declining faith in, and support of, public schooling by many segments of the community. Declining test scores, fears of illiteracy, unemployability of graduates, teacher strikes, school violence, etc. have appeared to create an atmosphere of distrust in our educational system. At the same time, these and similar societal problems such as alcohol and drug abuse have led the public and the school boards to demand that schools append all kinds of curricular offerings to the traditional curriculum as if to say that we can educate away these problems without taking them on in a broader and often more direct way. At the very least, it should now be clear that the solution to such societal problems does not rest exclusively with the schools and that money is not the answer . . . federal or local! As I have speculated elsewhere (Fagan, 1980), it is difficult to determine whether the schools are still the "theorized microcosm of society, established to maintain and pass on the culture's achievements and values, or are they increasingly becoming a curricular reflection of what has gone wrong?

Regardless of societal problems and educational distrust, in light of the fact that between 1/4 and 1/3 of all the children on earth never receive

formal education, and the broad objectives of the American system, our public schools would compare favorably to any system of schooling internationally. It is too commonly observed that groups of pupil personnel services workers seem to chronically complain of the problems of public education while externalizing the blame. We can call ourselves psychologists, counselors, nurses, social workers, etc. but we are all working for the improvement of school children. We will not contribute meaningfully to the solutions of public education until we scrutinize the extent to which we may be contributing to the problems. We are more than members of a child study team, we are members of the district team.

5. In Bevan's (1980) address during the Spring Hill Symposium on the Future of Psychology in the Schools, it was stated that the most worrisome of all problems for public education was the "wholesale intrusion of government into educational affairs and policy." In describing the impact of federal and state regulations, he stated, "Government regulations have diverted the professionals—teachers, psychologists, others—from their appointed rounds and have forced them to become clerks, bookkeepers, and petty managers." When that speech was given in June, 1980, school psychology was adrift on a sea of policy, regulation and paperwork. One year later, our profession and other related professionals are screaming bloody murder at the prospect of federal deregulatory behaviors either eliminating or diminishing such as P.L. 94-142.

One thing is clear: since the Reagan landslide election of November, 1980, the congressional and administrative attitude toward federal regulation in areas from welfare to busing, to fuel, etc., has cooled tremendously. In addtion, unprecedented budget cuts and associated reductions in services are gaining approval by democrats and republicans alike. We may come to rue the day when the populace supported such enormous cuts, but before that time we will have the opportunity to observe the apparent impact of the cuts on many sectors of American life. The null hypothesis is about to be tested!

Funds for many of the programs are now being sent in block grants to the states. This is not the time for pessimistic, doomsday predictions abut the end of special education or school psychology. This is the time to organize positive efforts toward ensuring that block grant funds, in whatever amounts are authorized, are appropriately prioritized for the educational needs of children in the states. Yes, do write your senators and representatives in Washington, but also be preparing for what will be done at the state and local levels. There is an outside possibility that deregulation and budget reductions will have an indirect effect on broadening our roles and functions.

6. Finally, we appear as a society to be moving to the right on many issues. We can argue about how quickly or how far, but the movement is there. Deregulation and budget reductions are an expression of this. So is the growth of the so-called moral majority; the renewed usage of the death penalty; the movement to competency testing, teaching of basics, etc. In all of this, I discern a gradual shift away from a philosophy which advocates the essential rights of a few, to one which advocates the collective rights of many. We, as advocates for children, must strive to ensure that their rights are not disregarded on a wholesale basis in the future. This will not be an easy task. Muriel Forrest has demonstrated the courage often necessary to appropriately advocate for children. There will be dozens more cases like hers in the near future. and some psychologists will lose their jobs.

I turn now to a discussion of what I perceive as trends specifically related to school psychology and having direct impact on our profession. Some may be outgrowths of those mentioned above.

Trends With Direct Impact

The following trends are selected because of the extent to which they can already be observed and the strength of impact they may have on the profession of school psychology.

1. As mentioned in the historical background, our profession has experienced tremendous growth, especially in the past 20 years. Employment outlooks for school psychologists are generally favorable, and if one is highly mobile, the outlook is even more favorable. Last year was perhaps the most plentiful year for new jobs I have ever observed; this year, jobs seem to be less plentiful but still numerous. My own sense of the future is that jobs will remain adequate for at least the next decade with forecasts being generally more favorable in the sunbelt and developing areas, especially rural ones.

States where major industries are experiencing deregulation seem to be having improved job opportunities and this should continue. Industrialized states with long histories of services to school children will likely remain competitive and, states suffering cutbacks, unless cuts are specifically in school psychology, should maintain some competitiveness simply as a result of the job turnover which seems typical of young, less experienced school psychologists.

2. Closely related to employment forecasts, is the recent and rapid growth in the number of training programs. As mentioned earlier, we have gone from approximately 200 to 250 programs in the past five years, an increase of about 25%. Many of these have been established in response to perceived

demands for related services vis-a-vis PL 94-142, especially in states just developing psychological services to school children. Depending on the outcome of federal deregulatory efforts, budget cutbacks, and subsequent decisions by school administrators, many universities may bemoan the day they decided to establish programs. Programs established in predominantly rural settings are more likely to provide personnel to those settings in response to the demands of local school districts; the long-range outlook for the employability of their graduates beyond adequately meeting the local demand is increasingly uncertain.

Given the larger number of programs and the obviously increased number of potential school psychologists, some states and regions could reach an oversupply in the near future, if they have not already done so. We must cautiously observe the apparent proliferation of training programs, especially those established with very minimum degree requirements, and continue to insist upon the recognition of our standards for program accreditation. With increasingly tighter higher education budgets, the pressure to do things the easy way may be increased. More likely, however, is the placing of caps on the number of students enrolled in programs and/or the closing of programs in states where oversupply and duplication are already obvious. Programs will, of necessity, need to maintain a pulse on professional developments in and around school psychology and attempt to address these accordingly for survival. Vocational school psychology is one such development and I will address it more toward the end of this session.

3. While employment projections seem favorable and program growth, including graduates, seems large and potentially ominous, a trend closely related to both matters is observable. Employers are increasingly scrutinizing the credentials of potential employees and insisting upon appropriately trained and certified/licensed persons. Relatedly, state departments of education and university preparation programs are continuing, even though slowly, to upgrade standards to a level similar to those advocated by the National Association of School Psychologists. The impact of these trends is one of growing purification of the profession; a shift from hybrids to thoroughbreds in school psychology where practitioners and trainers will eventually all have passed through appropriate programs in school psychology prior to taking related employment.

This is a trend of enormous potential magnitude since historically our ranks have been largely from related areas of guidance, special education, educational psychology, clinical psychology, social work, and general education. Even today, there is reason to believe that more than half of the

school psychologists in this country have not come specifically from school psychology programs.

I contend that this process will greatly enhance the professional identity of school psychology and enable us to unite around a broader banner than the banner of testing. It will enhance our efforts to clarify for legislators, educators and other consumers who we are, where we come from, and what we do that is unique to school psychology. We may still train from varied administrative departments, but programs will be more similar in establishing basic competencies. Such development will enhance our efforts at certification reciprocity and private practice licensure.

4. Certification and licensure, the core of the credentialing process, will continue to be significant professional issues and problems for at least the next decade. While certification in some form, under some title, has been achieved in virtually every state, the entry requirements remain highly variable. Growing professional stature and the gradual enactment of the specialist level for certification will improve this situation, but only in the long run. It is conceivable that high degrees of reciprocity may still not exist in the year 2000.

Significant to that development, as well as to licensure for private practice, are the eventual outcomes of the APA-NASP Task Force on Accreditation. This group has labored for three years with substantial increments of progress, but numerous issues and practical problems are yet to be resolved. With the high ranking officers of both APA and NCATE now heavily involved in the joint effort, the prospect of eventual joint accreditation seems more promising than ever. It is, however, not easily within our grasp, and major political forces in both APA and NCATE must be surmounted to make joint accreditation a reality. With a basically "nuts and bolts" attitude toward such matters, I am yet to be convinced this can be "pulled-off" in the next three or four years but I remain, and NASP remains, committed to its continued support. Joint accreditation, with possible joint resolution of some other issues, could smooth the path for school psychology in the licensure arena, as well as certification.

Since I will address this more thoroughly in the June issue of the *Communique*, I will speak only briefly to it tonight. The doctoral-nondoctoral conflict (which is not an issue exclusively between NASP and APA but includes many other groups as well) is at the very heart of the struggle for private practice licensure for school psychologists in many states. In far too many places, we have a situation which can only be described as "the six-hour school psychologist." This situation is being contested in many states not only by school psychologists but more vigorously by school counselors. These struggles are gradually being won

by various strategies. The continued struggle for private practice licensure for nondoctoral school psychologists is a definite trend for the next several decades. Though the issue may somehow resolve itself by the year 2010, as a function of most school psychologists holding doctoral degrees at that time, the current evidence on the subject provides no compelling or consistent opinion that nondoctoral school psychologists perform less adequately than their doctoral colleagues; and the notion of public protection by requiring the doctoral degree is getting increasingly difficult to sell to the legislatures.

5. The private practice struggle, and many others, are being pursued due to vigorous growth and activity among state associations of school psychologists. Even twenty years ago, the number of state associations for *school* psychologists could be counted on one hand. As school psychologists increased in numbers, associations, often within existing psychological associations, were established. American psychology was infatuated with the "umbrella concept" where all psychological specialities were supposed to be protected under the umbrella of generic psychology in the state psychological association. In the late sixties and throughout the seventies, the growth and political activism of clinical psychology, in response to threats of medical supervision and the availability of third-party insurance payments, was enormous. School psychologists came to understand that you are only dry under the umbrella when you are the one holding the handle (Fagan, 1979). State after state witnessed the secession of school psychologists from the umbrella organization and/or the establishment of separate groups to better represent their specialized interests. In some states, this was done with despair; in others, with hospitality; in others, with harmony. Some states, including Indiana, have apparently managed to address the interests of school psychologists without either secession or the establishment of another association.

NASP serves as a model to those persons seeking better representation of their own interests. For the record, NASP did not secede from APA in 1969. NASP was established independent of APA as an alternative form of representation for the exclusive interests of school psychological services. Historically, some professional groups, including clinical psycholgists, have seceded from APA but the school psychologists are not among them, nor were they organized at that time.

In the next twenty years, we will witness modest growth in the numbers of state associations since there are few states without associations. Efforts to organize are already underway in Pennsylvania and Mississippi. Growth in organizational strength, membership, political responsiveness and influence will be dramatic; and the development of local and regional groups will also be substantial. Since state and local professional

organizations are the backbone of our future, school psychology can only expect to prosper from such developments.

6. At both the state and national level, the trend toward collaborative professional efforts, including political activism, is already evident. NASP participates in several such groups including the National Alliance of Pupil Services Organizations. In addition to creating an environment for constructive interchange of information, these coalitions provide an opportunity for relatively small or less influential groups to be heard collectively. Recent position statements on P.L. 94-142 are examples of such collaborative efforts. The state of the economy will likely force greater collaborative efforts for some time. Such activities are evidence that from difficult financial times, positive outcomes can be achieved.

7. The state of the economy and the plight of public education may also influence an improvement in our roles and functions. School administrators are faced with two competing dilemmas, described by Maynard Reynolds in his address during the recent NASP Convention in Houston: diminishing financial resources and, mandated services under federal and state regulations. Regardless of the fate of some recent legislation, most of these mandated services will remain though the administrative burdens may be reduced. Faced with this dilemma, school administrators will be forced to either reduce or eliminate certain personnel and services or find ways for existing personnel to provide broader services. In March, one school superintendent remarked to me that he was requesting his school psychologists begin performing the intervention and consultation activities he could no longer afford from local mental health and private practitioners. I only hope the school psychologists, most of whom had been simply testing the days away, were responsive to the opportunity to put to use the graduate training they have had so little opportunity to employ.

Few school districts will avoid the same dilemma, especially those serving rural areas. Now is the time for us to take action; to begin educating our employers to the variety of services we can provide if given the opportunity to do so. This is not the time to prove our worth by testing more children, but for grasping the opportunity to perform in a manner more consistent with our training. Don't blow it, school psychologists. The chance to turn gloom into boom seldom visits. It is a least worth a try. Vocational school psychology can become an educational hybrid from related areas and can assist superintendents in getting broader services from specialized personnel without necessarily expanding staff.

8. Last, but certainly not least, there is a distinct focus developing on the services to handicapped persons at the secondary and post-secondary educational levels, including universities. Parents and handicapped

adolescents are becoming increasingly concerned over what lies beyond the public schools, especially in the world of work. With the thousands of elementary children identified in recent years for special education, this concern can only grow. School psychological services of a different form will be needed to assist these children throughout the school years and to plan for what lies beyond. Reevaluations for continued eligibility, while mandatory, will be insufficient. Beyond concerns with the disability, a shifting emphasis to the areas of handicap will be essential. Normative and criterion-referenced assessments, viewed in a complementary relationship, must be employed to adequately determine aptitudes, adjustment, work skills, attitudes and other areas typically omitted in the placement assessments of years before.

The future of most handicapped adolescents depends on what they can contribute to society that will provide them a sense of worth, of belonging, of achievement and a decent standard of living. The responsibilities of the school system are coming to an end and most handicapped youngsters will re-enter the social mainstream, ready or not! They cannot avoid it. Time is not on their side. But the trend is clearly evident—everyone in special education services faces this inevitability. The May, 1981 issue of *Exceptional Children* is devoted entirely to vocational concerns. The December, 1979 issue of the *Personnel and Guidance Journal* was devoted entirely to counseling considerations for the handicapped. This conference, sponsored by the Division of Vocational Education, Virginia State Department of Education, is further acknowledgement of the problem.

The Challenge

Several trends of indirect and direct impact on school psychology have been identified. While many aspects of the economy and public education appear unfavorable, opportunities for improvement can be optimistic. Most of the participants of this conference are not practicing vocational school psychology. I must assume that is among your aspirations. You are betting on the future, on changes already on the horizon. But change is a two-way process. People I know who have things the way they want them work hard to get and keep them that way. Don't wait for your school superintendent to ask you to become a vocational school psychologist. You may not live that long. With a few technical improvements, too many school psychologists are still practicing much like Witmer was in 1896.

The challenge is yours. I have challenged every audience this year with the following: What are the conditions of your employment that allow, or not allow, for you on Monday of next week to implement the ideas and skills you learned at this conference on vocational school psychology? How will you reinforce those that do? And how will you begin to change those that do

not? You must gain greater influence and control over the conditions of your employment.

Vocational school psychology, no matter how necessary we may perceive it to be, is truly frontier territory in our profession. You are the pioneers. You must clear the land for future development. Your task is not easy, but where pioneers venture, the settlers will follow and a future with thousands upon thousands of productive handicapped adults, appropriately served in and out of the public schools, shall be your reward.

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SPECIAL INTEREST GROUPS

VOCATIONAL ASSESSMENT PROCEDURES FOR HANDICAPPED STUDENTS: AN ASSESSMENT CENTER APPROACH

Dr. David Mutter
Mr. Robert McClung
Southeastern Cooperative Educational Programs

INTRODUCTION

The purpose of this paper is to explain the vocational support services being provided by the Southeastern Cooperative Educational Programs (SECEP) with particular emphasis on vocation assessment. Since the SECEP organization is a model project, information about its basic operation will also be provided. the following is a list of topics to be presented:

- The Development and Purpose of SECEP
- Vocational Support Services Provided by SECEP
- Vocational Assessment of Handicapped Students
- Vocational Assessment: A Role for School Psychologists

THE DEVELOPMENT AND PURPOSE OF SECEP

In September 1978, the school systems of Chesapeake, Franklin, Isle of Wight, Norfolk, Portsmouth, Southampton, Suffolk and Virginia Beach, with financial assistance from the Virginia Department of Education, established and organization known as the Southeastern Cooperative Educational Programs (SECEP).

The organization provides a formal structure through which the eight participating school systems can plan and operate programs for children with special needs. The Southeastern Cooperative Education Programs (SECEP) is a public body established in accordance with the Code of Virginia and provides for the establishements and operation of jointly owned school.

A Committee of control, made up of a lay member from each of the eight school boards, serves as SECEP's policy-making board. A Committee of Superintendents has been formed with one superintendent designated to serve as the organization's Executive Officer. An Executive Director,

appointed by the Board, heads up the professional staff. Advisory committees composed of the Directors of Special Education and Staff Development assist in planning program development activities.

The purpose of SECEP is to develop and operate educational programs and related services for the handicapped in cooperation with school districts and other public or private service providers.

"A Plan for Establishing Cooperative Programs for Special Education in Southeastern Virginia," dated July 1978, recommended that priority be given to the development of cooperative efforts among the school systems and other public and private service providers to facilitate the provision of services to the emotionally disturbed child.

Its initial efforts have focused upon three program areas:

- Establishment and operation of a Day Re-Ed Program for severely emotionally disturbed children and adolescents;
- Inservice training for school personnel responsible for the education of handicapped students, and
- Establishment and operation of *vocational support services,* including a vocational evaluation center, shop and classroom technical assistance, and inservice training for vocational and industrial arts teachers.

SECEP will continue to work with the participating school systems to identify and develop other services that may be provided on a cooperative basis, including diagnostic and training services for children with autistic and autistic-like characteristics.

VOCATIONAL SUPPORT SERVICES PROVIDED BY SECEP

During the 1979-80 school year, SECEP began planning a vocational support system to assist the eight school divisions comprising SECEP in serving handicapped students in secondary schools. Established in August 1980, the Vocational Support System is a model program for testing the feasibility of providing vocationally-related services to school divisions. Designed with the needs of handicapped students, vocational teachers and school divisions in mind, the Vocational Support System now consists of the following three components:

- Vocational Evaluation Center (VEC)
  Funded by Title IV-C and the Department of Vocational Education
- Shop and Classroom Technical Assistance

Funded by the State Department of Vocational Education

- Inservice Training
  Funded by the State Department of Special Education and Compensatory Services

Vocational Evaluation Center. The Vocational Evaluation Center (VEC) is located in a shop at Crestwood Junior High School in Chesapeake. Students are referred to the VEC by designated representatives from school divisions for a four-day vocational assessment. The purpose of a vocational assessment is to determine the vocational aptitudes and interests of a student and to assist him/her in vocational development.

Students are bussed to and from the VEC from their home school in a van operated by Tidewater Regional Transit. Typically, each trained vocational evaluator will vocationally assess three or four handicapped students during four school days. A final report is written for each student by the vocational evaluator and sent to the referring school district. This comprehensive report can then be used to assist in the development of the vocational component of the IEP.

Technical Assistance and Inservice Training. SECEP also provides technical assistance and inservice seminars for industrial arts and vocational teachers. A series of one-day seminars were scheduled during the 1980-81 school year to assist teachers in understanding the characteristics of handicapped students and to learn how to teach students more effectively. Additional seminars are being scheduled for the upcoming school year.

While often helpful, seminars do not always bridge the needed gap from theory to practice. Therefore, to provide practical assistance to teachers, a vocational resource specialist is available, upon request, to consult with teachers in their classrooms.

In order for school personnel to increase their understanding of vocational assessment, tours of the VEC are scheduled regularly. In addition, seminars on interpreting vocational assessment reports are scheduled for people such as guidance counselors, school psychologists, vocational and special education teachers.

VOCATIONAL ASSESSMENT OF HANDICAPPED STUDENTS

SECEP uses the eleven categories of handicapped students defined in PL 94-142, which are listed below:

Deaf	Visually Handicapped
Deaf/Blind	Other Health Impaired

Hard of Hearing	Seriously Emotionally Disturbed
Mentally Retarded	Specific Learning Disability
Multihandicapped	Speech Impaired
Orthopedically Impaired	

Any secondary student who is handicapped is eligible to be referred to the VEC for a vocational assessment.

Vocational assessment is a comprehensive process that utilizes work, real or simulated, as the focal point for evaluation. A comprehensive vocational assessment incorporates medical, psychological, social, vocational, educational, cultural, and economic data. Using all data available, the goal of vocational assessment is to assist students in achieving their highest level of vocational potential.

In order to determine a student's vocational potential, the vocational evaluator needs to assess: (a) specific and general skills and abilities, (b) aptitudes and interests, (c) personality and temperaments, (d) values and attitudes, (e) motivation and needs, and (f) physical capacities and work tolerance. The vocational evaluator needs to predict the educability and trainability potential of each student. Basically, the vocational evaluator needs to understand each student as he/she exists and functions individually, as well as a member of other groups, such as school peers and family membership.

Prognosis in vocational assessment is concerned with more than just vocational potential. Since most workers lose their jobs due to problems in interpersonal relationships rather than lack of work skills, prediction is necessary in the area of future work adjustment.

The most effective method of measuring vocational potential is to try people out on real jobs. However, this is also the most expensive and time consuming approach. On the other hand, standardized paper and pencil tests are relatively inexpensive and require a minimum of time to administer, but have low predictive validity. A higher predictive validity can be obtained through vocational assessment which utilizes a work sample approach.

A work sample approach provides a very workable alternative to determining a student's vocational potential. The purpose of using work samples is to assess the work potential of people more effectively and less expensively than can be done by other assessment methods. The work sample method incorporates the realistic aspects of actual work and uses the traditional principles of test construction. The principles include standardized procedures for administration and scoring, use of appropriate norm groups, and validity and reliability statistics.

Individuals who have performed poorly on standardized psychological or achievement tests can usually be effectively assessed for vocational potential by using the work sample method. Work samples differ from standardized paper and pencil tests in the degree of relatedness to the work criteria of (1) work behavior, and (2) job performance.

For many handicapped students, taking tests has a strong negative connotation, while working, which is the main activity of the work sample approach, has a strong positive connotation. Students typically view themselves as workers during the assessment process. As a result, handicapped students generally show a greater interest in performing a work task than taking a test.

VOCATIONAL ASSESSMENT: A ROLE FOR SCHOOL PSYCHOLOGISTS

The obvious role for school psychologists is to understand the vocational assessment process, especially the work sample approach. School psychologists can, of course, receive additional training to become certified vocational evaluators. However, immediate roles for school psychologists include the following:

- Visit and observe a vocational evaluation center in which trained vocationl evaluators are employed.
- Read professional literature on vocational assessment.
- Attend seminars on interpreting vocational assessment reports (an outline of the SECEP Vocational Evaluation Report is on the following page).
- Attend IEP meetings and serve as a resource consultant and offer suggestions to teachers regarding effective learning strategies for handicapped students.
- Refer handicapped students for vocational assessments when appropriate.

SECEP
VOCATIONAL EVALUATION
REPORT OUTLINE

Section I — Referral Reason and General Description

A. Age, marital status, sex
B. Questions from referral agency
C. Medical diagnosis - functional disability
D. Physical appearance
E. Initial impression
F. Background history (vocational, social, educational medical)
G. Other significant information

Section II — Performance

A. List O.G.A.'s in which work samples were administered
B. List significant positive work factors
C. List significant limitations
D. Situational assessment/special projects findings efficiency)
E. Psychometric test information
F. Physical capacity findings
G. Summary and vocational implications of section

Section III — Behavior (Based on MDC Behavior Identification format)

A. Attendance, punctuality, dependability
B. Temperaments
C. Interests/needs
D. Personality/social
E. Client reactions to evaluator/co-workers
F. Summary and vocational implications of section

Section IV — Recommendations

A. Short term recommendations and rationale
B. Long term recommendations and rationale
C. Services needed
D. Alternative vocational areas and rationale

NOTE: Express positives
Be certain each factor is discussed in the body of the report
Write in past tense

SUMMARY

Through the use of a regional Vocational Evaluation Center, the Southeastern Cooperative Educational Programs (SECEP) provides a means by which special needs students can be comprehensively and systematically guided in reaching their highest level of vocational functioning. Through the modality of vocational assessment by *trained* vocational evaluators, a means is provided for identifying the strengths and weaknesses of special needs students from which accurate predictions regarding training and placement can be made. The best possible match can then be made between a student's work skills, abilities work behaviors, and his subsequent job placement can be made. School psychologists can provide needed expertise in interpreting the report and in instructional planning.

VOCATIONAL ASSESSMENT PROCEDURES FOR HANDICAPPED STUDENTS: A GENERIC APPROACH

R. M. "Tommy" Barber

School Psychologist
Galax Public Schools

The task of vocationally assessing the handicapped student in the public schools is a new frontier to school psychologists and presents a tremendous challenge. As a practicing school psychologist and supervisor of special education in a small southwest Virginia school system, I would like to share our approach toward vocationally assessing school-aged, handicapped students ages 15-21. In addition, our generic approach is one which I feel is not only comprehensive, but is also highly adaptable to small and large school systems alike.

The basis of Galax's generic approach lies in using a set of common evaluative criteria in assessing not only the vocational development and potential of our students, but also this format is used in assessing a variety of known competitive and sheltered jobs in our locale that we feel our handicapped students can perform—assuming the proper vocational training is given by Galax educators. Thus, it is *only* when parents, educators, and (possibly) the handicapped student can compare the components of the Student Vocational/Educational Profile to the human work demands of realistic Job Profile(s), can there be the necessary information available in developing a truly sensitive Individualized Vocational Program (I.V.P.) and, subsequently, providing appropriate generically-based, (special) vocational training. (Note Figure A)

I shall describe Galax's Job Assessment endeavor by making reference to a P.L. 89-313 funded Department of H.E.W. project completed in 1978, entitled "A Survey and Analysis of Jobs for the Mentally Retarded."* In this endeavor, over one hundred and fifty Southwest Virginia jobs (representing ten job cluster areas) were surveyed and analyzed according to the eight (job analysis) areas listed in Figure A's Job Assessment.

Essentially, the job assessment format used in the above text is a modified version of the U.S. Department of Labor's standardly-used job analysis

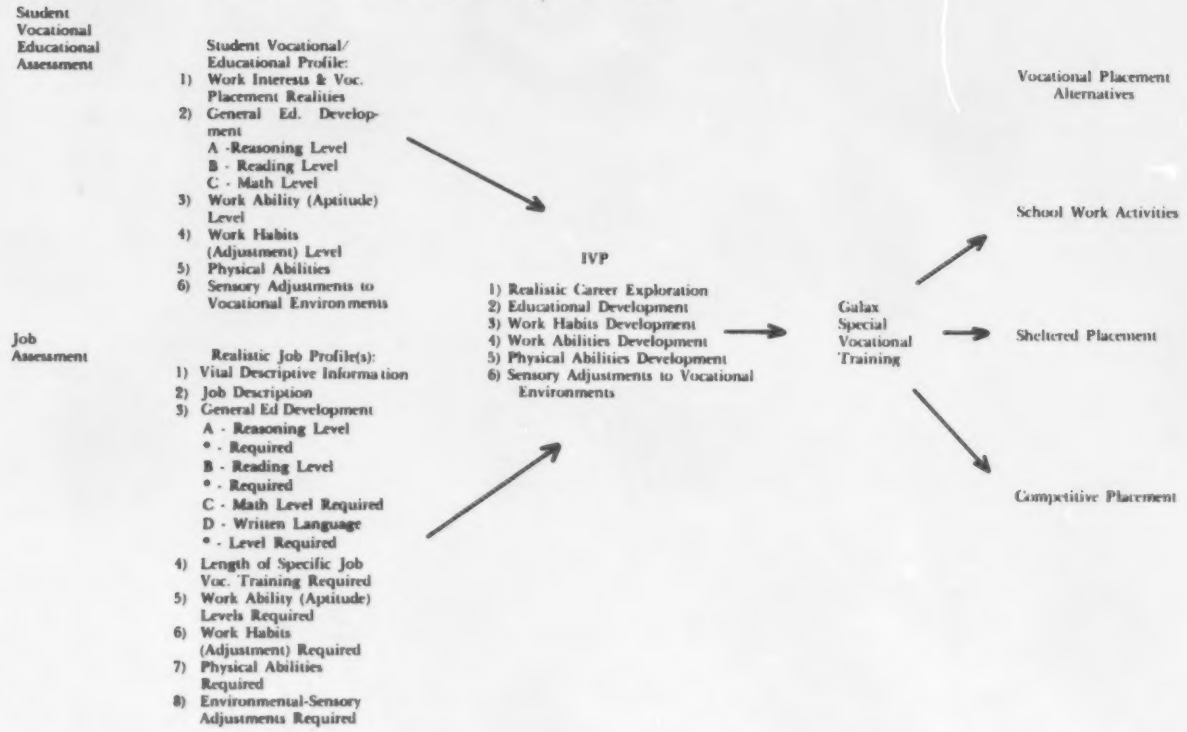
*Anyone interested in obtaining this 400-page text may write R.M. "Tommy" Barber, P.O. Box 93, Galax, VA 24333 for further details.

procedure that was used in describing the human work demands of thousands of jobs in the United States. The job analysis modifications and coding system that were used in describing the potential jobs for the handicapped may also be found in the aforementioned text.

In vocationally assessing Galax's handicapped students, it is our philosophy that we should strive to describe their vocational interests, skill development, and aptitudes in a manner identical to that which was used in describing the assessed jobs and their human capability requirements. Our educational rationale is simple in that appropriate and effective vocational education cannot exist until a handicapped (or non-handicapped) person's "vocational being" and capabilities are described in exactly the same assessment scheme and terminology that is used in describing the human demands of any realistic job that exists in the handicapped person's "world of work." In view of the fact that we have incorporated the same schematic approach in vocationally assessing both a job's (human) demands as well as describing the "vocational being" of our handicapped, we have termed ours a "generic approach" in vocationally assessing our handicapped students.

The following is a descriptive diagram of Galax City Schools' "Vocational-Educational Assessment for Handicapped Students," (beginning on the following page).

GALAX CITY PUBLIC SCHOOLS
DESIGN FOR THE HANDICAPPED VOCATIONAL DEVELOPMENT


Student Vocational Educational Assessment
Student Vocational/ Educational Profile:
1) Work Interests & Voc. Placement Realities
2) General Ed. Development
A -Reasoning Level
B - Reading Level
C - Math Level
3) Work Ability (Aptitude) Level
4) Work Habits (Adjustment) Level
5) Physical Abilities
6) Sensory Adjustments to Vocational Environments
Job Assessment
Realistic Job Profile(s):
1) Vital Descriptive Information
2) Job Description
3) General Ed Development
A - Reasoning Level
• - Required
B - Reading Level
• - Required
C - Math Level Required
D - Written Language
• - Level Required
4) Length of Specific Job Voc. Training Required
5) Work Ability (Aptitude) Levels Required
6) Work Habits (Adjustment) Required
7) Physical Abilities Required
8) Environmental-Sensory Adjustments Required
IVP
1) Realistic Career Exploration
2) Educational Development
3) Work Habits Development
4) Work Abilities Development
5) Physical Abilities Development
6) Sensory Adjustments to Vocational Environments
Galax Special Vocational Training
Vocational Placement Alternatives
School Work Activities
Sheltered Placement
Competitive Placement

Assessment Area	Means of Assessment	Frequency of Assessment	Professional(s) Completing The Assignment
(1) WORK INTERESTS Re: 66 occupational work groups listed in the **Guide For Occupational Exploration** by U.S. Employment I Training Administration, U.S. Government Printing Office, Washington, D.C.	A - (Dept. of Labor) (U.S. Employment Service) **Interest Checklist** B - Singer - **Wide Range Interest Opinion** C - AAMD/Becker - **Reading Free Interest Inventory** D - Kuder, Strong, Ohio (Voc.) Interest Surveys	(For all assessments A - D) —triannually at full voc.-ed. assessments, ages 15, 18, & 21 — Part of Spec. Voc. class' career exploration activities —Part High School Guidance Dept. testing program.	School Psychologist Voc. Rehab. Counselor V.E.C. Examiner Spec. Voc./Ed. Teacher High School Guidance Counselor
(2) General Educational Development			
A - Reasoning Level	1. Reading Comprehension 2. Listening Comprehension 3. Numerical Conceptualization Assessments of the student's I.E.P.	Annually (spring)	(Voc.) Spec. Ed. Teacher(s)
B - Reading Level	Reading Assessments of the students I.E.P.	Annually (spring)	Spec. Ed. Teacher(s)
C - Mathematics Level	Mathematics Assessments of the student's I.E.P.	Annually (spring)	Spec. Ed. Teacher(s)
D - Written Language Level	Spelling and Written Expression Assessments of the student's I.E.P.	Annually (spring)	Spec. Ed. Teacher(s)
(3) WORK ABILITIES (APTITUDES) G - Intelligence V - Verbal N - Numerical S - Spatial P - Form Perception Q - Clerical Perception K - Motor Coordinator F - Finger Dexterity M - Manual Dexterity	(A) (U.S.E.S.) "General Aptitude Test Battery" or (U.S.E.S.) soon-to-be-released) "Nonreading Aptitude Test Battery—Revised" V - Verbal N - Numerical S - Spatial P - Form Perception Q - Clerical Perception K - Motor Coordination F - Finger Dexterity M - Manual Dexterity	Triannually -full Voc./Ed. Assessment at ages 15, 18, & 21	State Employment Commission Examiner Division of Voc. Rehab. Counselor School Psychologist

Assessment Area	Means Of Assessment	Frequency Of Assessment	Professional(s) Completing The Assessment
(3) WORK ABILITIES (APTITUDES) Cont.	(B) "Voctional Abilities Checklist" V - Verbal N - Numerical S - Spatial P - Form Perception Q - Clerical Perception K - Motor Coordination F - Finger Dexterity M - Manual Dexterity	Annually (spring)	Spec. Voc./Ed. Teacher
(4) WORK HABITS (ADJUSTMENT) 1. Being on Time 2. Proper Tool Use 3. Following Safety Rules 4. Proper Work Set Up 5. Working on Task 6. Minimizing Excessive Waste 7. Proper Clean-Up 8. Store Tools Properly 9. Store Product Properly 10. Following Directions Properly	Observation relative to each standardized work habit's criterion for satisfactory performance	Daily	Spec. Voc./Ed. Teacher
WORK HABITS A - Tools B - Undamanged Materials C - Amount of Materials D - Starting Time E - Area Clean F - Tools Clean G - Confusion H - Mistake I - Work Problems J - New Assignment K - Assembly L - Duration M - Task Responses N - Task Sequence 0 - Task Order P - Another Worker Q - Task Change R - Unfamiliar Task S - Tool Borrowing T - Work Rate	Observation relative to each work habit's criterion for satisfactory performance	Intermittently throughout each 6-weeks grading period.	Spec. Voc./Ed. Teacher

Assessment Area	Means Of Assessment	Frequency Of Assessment	Professional(s) Completing The Assessment
(4) WORK HABITS (Cont.) U - Disruptions V - Deadline W - Additional Assignment X - Demonstration Y - Model Z - Diagram AA - Written Instructions BB - Procedure CC - Supervision DD - Schedule Change EE - Work Rules FF - Equipment Safety GG - Danger HH - Accidents II - Evaluation JJ - Performance KK - Self-Evaluation LL - Promotion MM - Improvement			
WORK SOCIAL SKILLS 1. Arrival 2. Departure 3. Interest 4. Assistance 5. Conversation 6. Complaints 7. Ordering Workers 8. Verbalizations 9. Intensity 10. Argument 11. Physical Contact 12. Habits 13. Profanity 14. Truth 15. Theft 16. Supervisor 17. Reprimand 18. Supervisor Interaction 19. New Supervisor	Observation relative to each work habit's criterion for satisfactory performance	Intermittently throughout each 6-weeks grading period	Spec. Voc./Ed. Teacher

Assessment Area	Means Of Assessment	Frequency Of Assessment	Professional(s) Completing The Assessment
(5) WORK PHYSICAL ABILITIES A - Lifting, carrying pushing & pulling B - Climbing & balancing C - Stooping, kneelling, crouching & crawling D - Reaching, handling, fingering & feeling	(For Abilities A-D) (Adaptive) Physical Education's gross and fine motor assessments of the student's I.E.P.	Annually	Spec. Voc./Ed. Teacher and/or (Adaptive) Physical Education Teacher
E - Talking ..... E - Hearing ..... F - Seeing ..... 1. Acuity 2. Depth Perception 3. Field Vision 4. Accommodation 5. Color Vision	Oral Expression Assess. of Speech & Audio. Screening– Titmus Visual Screening–	I.E.P. — Annually — K,1,3,5,7,9th Grades — K, 1,3,5,7,9th Grades	Spec. Ed. Teacher and/or Speech Pathologist School/Public Health Nurse
(6) SENSORY ADJUSTMENTS TO VOCATIONAL ENVIRONMENTS A - Inside, outside, or both B - Wet and humid C - Noise/vibrations D - Hazards E - Fumes, odors, toxic conditions, dust, and/or poor ventilation	1. Spec. Voc./Ed. Teacher's observations 2. Medical history 3. Student interview or survey 4. Parent report	Ongoing Assessments of the 5 Areas	Spec. Voc. Ed. Teacher

VOCATIONAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS IN VIRGINIA

Ms. Doris DeVries
Virginia State Department of Education

Within vocational education, handicapped persons are those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, or having specific learning disabilities; who because of their handicapping conditions, cannot succeed in a regular vocational education program without special assistance or a specially designed vocational education program. These persons must be identified according to the "Regulations and Administrative Requirements for the Operation of Special Education Programs in Virginia," approved by the Board of Education, June 23, 1978. All procedural safeguards established by the State Board are followed in determining pupil eligibility.

The rate incidence of each handicapping condition varies, according to the Virginia Department of Education, Division of Special Education. Percentagewise, the population as a whole evidences the following handicapping conditions:

Mentally Retarded	2.5%
Hard of Hearing, Deaf	.5%
Speech Impaired	3.0%
Visually Impaired	.5%
Seriously Emotionally Disturbed	2.5%
Other Health Impaired	.3%
Specific Learning Disabilities	3.0%

This information indicates that approximately 12.5 out of 100 have some handicapping condition. The largest groups served at the secondary level are the mentally retarded, emotionally disturbed, and the learning disabled.

The Virginia Department of Education, Division of Vocational Education, has adopted the following goal for vocational education for the handicapped:

> Differentiated vocational education opportunities for the unique needs, abilities, and interests of the identified handicapped will be available.

This goal will be implemented through the following objectives:

1. Each program service will provide occupational preparation/career training through alternative services and/or programs in secondary education for identified handicapped students in vocational education.
2. A state-wide public information campaign will be implemented to acquaint educators, the public and the handicapped regarding vocational education options.
3. In-service and pre-service training will be provided for vocational educators and other professional personnel in their responsibilities related to:

   a. identification of the handicapped
   b. available vocational options in local school divisions
   c. services available through other agencies
   d. the development and use of the individualized education plan (IEP)
   e. development of individualized activities and/or programs for the handicapped in the appropriate vocational program.

Various strategies have been incorporated into the Vocational Education State Plan to implement and accomplish these objectives.

In planning for vocational opportunities, each handicapped person will be served in accordance with the individualized education plan (IEP) developed for each student according to regulations prescribed by the Virginia State Board of Education and the Education for All Handicapped Children Act of 1975 (P.L. 94-142). Vocational education provided to each handicapped student shall be reflected in the IEP developed for the student by the local educational agency. In developing an IEP, the local agency shall initiate a meeting involving the parents (or guardian) of the handicapped student, the student's regular and/or special education teacher(s), a representative of the LEA qualified to supervise or provide special education, and when appropriate, the student. Other individuals, at the discretion of the parents, or agency, may help formulate the IEP. When vocational training is to be included and vocational funds are to be utilized, the local agency shall involve a local vocational educator, qualified to supervise or provide vocational education, in the development of the individualized education plan. To the extent possible, handicapped individuals should have the opportunity to enroll in regular vocational programs.

Vocational education programs and services for the handicapped in Virginia may take a variety of service delivery models. Among these models are:

1. Regular vocational programs with no special assistance to the handicapped (FTE funding)
2. Regular vocational programs with assistance provided to the teacher or student through: (Supt. Memo No. 86,1978)

    a. resource person
    b. itinerant teacher
    c. teacher aide/paraprofessional
    d. resource center

3. Special vocational programs (Schedule 5 or 6)

    a. Agriculture
    b. Business
    c. Health Occupations
    d. Industrial Arts
    e. Occupational Home Economics
    f. Trade and Industry
    g. Across-the-Board

When vocational training is to be included as a part of the IEP, the local education agency should involve a vocational educator. Individualized educational programs (IEP's) will identify possible alternative placements for handicapped students in vocational education. These placements should reflect the least restrictive environment such as:

1. Placement in regular classes including cooperative work training programs. Handicapped students receive the same instructional program as regular students.
2. Placement in regular classes with modifications to meet needs of handicapped students including cooperative work training where feasible.
3. Placement in programs specially designed for handicapped students including cooperative work training where feasible.

Educators in vocational education are making adjustments in order to fulfill the needs of the handicapped student. Handicapped students enrolled in Virginia public schools need to be made aware of the opportunity to be involved in vocational education programs. Differentiated curriculum techniques and strategies are being developed, implemented and assessed to afford the handicapped student the opportunity for appropriate vocational training. Appropriate vocational education training benefits both the handicapped individual and the labor market. Consideration of the abilities of the handicapped is an endeavor in which vocational educators have become increasingly involved in Virginia.

VOCATIONAL COUNSELING PROCESSES FOR HANDICAPPED STUDENTS

Dr. Charles Humes
Dr. Dean Hummel
Virginia Tech

PL 94-142 was enacted in 1975, but its history goes back many years. The impetus started with a series of legislative enactments, both federal and state, as well as a number of judicial decisions. We sometimes lose sight of the fact that by 1975 practically every state has some form of legislation pertaining to the handicapped. The course of this ground swell was being followed closely by special educators. Counseling personnel seemed to ignore their role with the handicapped while special educators expanded their traditional roles. Some school psychologists felt that their traditional roles should continue to receive their principal, if not, exclusive interest. They did not realize that with the law and regulations they would become increasingly involved in individual program planning, mainstreaming strategies, program monitoring and the counseling of handicapped students, and their parents. Such activities will continue to receive high priority even if PL 94-142 is modified during the 80's.

Role of Counseling

If we are to assess the role of counseling in guaranteeing the rights of the handicapped under the several laws, we must first understand a definition of special education. The provision of related services, which is the designation given counseling, can occur only if the individual is receiving special education. It will not apply to handicapping conditions that are being overcome and/or compensated for through regular channels. This is not to say that such related services will not be offered to non-special education students but it will not be *requisite* to do so. This distinction is subtle but very important. If a handicapped student is being maintained in regular eduction *only* because of the provision of counseling, and this is stated in the Individual Education Program (IEP), it becomes a required activity. This is why the IEP becomes so critical to counselors and why counselors must involve themselves in its development and implementation, including a provision for Least Restrictive Environment and a provision for Due Process.

Parent Counseling and Training

PL 94-142 mandates that parents be provided information in child development and to be helped to understand a child's special needs. Although this section is rather vague the direction of the thrust appears to be informational rather than therapeutic. If this be the case, a heavy responsibility will be placed on counseling personnel. Obviously, one of the reasons this was placed in the regulations was the realization that parent counseling may produce more positive results than direct intervention with the child only.

A powerful, indirect way to promote parent counseling and training is through parent-sponsored information groups. Parents are interested in similar problems, tend to be supportive of each other and may be useful as disseminators of information. While parents should plan their own programs, counselors should attend meetings and serve as a liaison to the school.

Career Counseling

Career counseling for the handicapped is a specialized activity and, as with the non-handicapped, the process must promote healthy emotional adjustment, as well as social, educational, and occupational fulfillment. The client's self-concept and his perceptions of occupations, based on the self-concept, are critical. The handicapped must feel that they can influence their lives and choice of careers and not be simply fitted into a niche that seems suitable for someone with a given impairment. As emphasized in the Rehabilitation Act of 1973, these individuals must not be counseled toward more restrictive options.

The career counseling process will not be limited to individual sessions, but may also encompass vocational assessment, group activities, pre-vocational explorations and work-related experiences. The goal is to use the fullest potential of an individual in an occupation that offers independence and economic security. The counselee must search actively for answers that relate to work-accessibility, work performance and work rewards. These factors must be related to coping levels that the handicapped person must understand in dealing with employment possibilities.

Counseling Process

The process with handicapped students, whether through individual or group counseling, or through consultation, should follow a consistent approach based model (i.e., psychodiagnosis, developing awareness and insight, planning and decision making, and placement consistent with the handicapping condition). Such processes must take into account the

differences between ideal and handicapping conditions. Generally, such conditions can be described according to the differences outlined below.

CAREER DEVELOPMENT UNDER IDEAL CONDITIONS VERSES HANDICAPPING CONDITIONS

Assumptions about career development	*Assumptions about career development in the handicapped.*
1. Career development is systematic.	*1. Career development ;is unsystematic, influenced by change (i.e., the handicapped better take what they can get).*
2. Career development is psychologically influenced.	*2. Career development is not psychological since the handicapped don't have much subjective psychological life.*
3. Career development is culturally based.	*3. Career develpment is not important for the handicapped.*
4. The total person is involved in career development	*4. The handicap itself overrides the individual's other characteristics in determining career behavior.*
5. People are multipotential regarding careers.	*5. The career options of the handicapped are very limited.*
6. Career behavior is developmental.	*6. The career development of the handicapped (and the general development as well) is arrested or retarded.*
7. Career development is stressful at choice points.	*7. The career development of the handicapped is stressful at all points.*

HELPING PARENTS ASSIST THEIR HANDICAPPED CHILD TO PLAN A CAREER

Dr. Carl McDaniels
Virginia Tech

From a prominent big city surgeon's office, a doctor makes a telephone call to a person he believes can help him with career planning questions raised by his son. "My son has an interest in going into the building trades, carpentry I think. Where can we get some good information and help in his career planning?"

A mother of a 12-year-old boy expresses to a teacher her delight in the good grades her son is earning in school. But she also expresses concerns "that my son is so interested in basketball. He is even talking about a professional basketball career. What if he doesn't grow big enough or can't make it in sports? How can I help him think about and plan for some alternatives, in case he can't succeed in basketball?"

A father in an inner-city apartment talks with his daughter, trying to discourage her hopes of becoming an attorney-at-law, because he says, "It's a man's world! I wish I understood you kids better. Maybe I could be of more help to you in planning a sound career."

These three parent-child incidents are only a few examples of the multitude of frustrations parents and their children face in trying to learn about, plan for, and choose a future career.

These examples support the notion that girls and boys are strongly influenced by where they live most of the time—in their homes and communities. In fact, research indicates that most girls and boys, when facing an important decision, turn to their parents for advice. Furthermore, the 11th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools (1979) reveals that help in their children's career planning is viewed as high priority. Research suggests that parents need and want to better learn how to:

1. Listen to a child's expression of dreams about who he/she wants to become;
2. Accept a child as a growing person, regardless of his/her strengths and weaknesses;

3. Take the time to participate in a child's fantasy games acting out jobs;
4. Relate to jobs and things a child likes to do, even if the parent has no experience in those fields;
5. Supply a child with books, magazines, and games from which interests, capacities, values, and job skills can be experienced and learned about;
6. Serve as a career model and introduce a child to other vocations outside the parent's field of work;
7. Permit a child to try out work experiences even though the parent may not like the work himself/herself.
8. Find and use job information resources in helping a child learn more about specific occupations;
9. Support the school's efforts in career education; and,
10. Permit a child to explore interests in nontraditional occupations regardless of sex or social or economic background.

As school counselors and teachers, you are aware that the career planning process incorporates three general learning phases: (1) Career Awareness, Self and Careers; (2) Career Exploration; (3) Career Preparation. You possess the skills and can provide the instructional activities and information to facilitate career development learning and decision making. However, the importance of parental concerns and influences requires that such skills and information be shared with parents, so that they may become effective helpers.

Parents should be invited to participate in school conducted study groups designed to assist parents in helping with their children's career planning. They should be helped to learn to better identify their child's early career cues as they relate to people, data and things, which are in one way or another involved in all job activities. They should be helped to learn to reinforce their children's feelings of worthiness, to understand the elements of a sound decision-making process, and to know where to find and use accurate occupational information.

By helping parents help their children in these ways, the child benefits as a result of a more knowledgeable and better informed parent, the school benefits by more effective use of counselor and teacher skills and time, and the community benefits by parent's and school's mutual interest and participation in helping children plan effectively for their futures.

Based on *How To Help Your Child Plan A Career* (Hummel, D.L. and McDaniels, C. 1979) strategies are outlined for the parent's role performance in dealing with (1) parental attitudes, (2) the child's developmental phases,

(3) the child's feelings of worthiness, and (4) the parent's facilitating success experiences.

A model for decision making is introduced, with supporting concepts and resources appropriate for parents to aid their children in the decision making process. Thirteen "qualities of worthiness" important to the process, which have been synthesized from over one thousand youth self-sketches, are identified for consideration of the school psychologist. A series of checklists, games, and exploration questionnaires for use with parents and children are presented.

A "Career Sort" is introduced as an alternative approach to the use of conventional interests inventories. The "Career Sort", a series of 83 cards based on the data-people-things classification of the *Dictionary of Occupational Titles*, is recommended to counselors and teachers as a useful approach to assist parents and their children in developing career awareness, in exploring career areas, and in directing clients to accurate informational resources.

UNIVERSITY TRAINING IN VOCATIONAL SCHOOL PSYCHOLOGY

Dr. Douglas T. Brown
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Graduate training in school psychology has developed rapidly since the late 1960's. Today there are some 225 programs throughout the country training school psychologists at the specialist and/or doctoral level. A number of trends in the training of school psychologists have emerged during the past five years. Programs, especially at the doctoral level, tend to specialize in one or more service areas related to school psychology. These include: marriage and family counseling, applied educational evaluation, preschool assessment, rehabilitation counseling, and voctional school psychology. In addition, the traditional role of the school psychologist in working with children and adolescents is being expanded to include the adult population. Thus, the number of programs dealing with the family and parental intervention techniques and with vocational and career intervention has increased dramatically.

The amount of basic training required to become a school psychologist has increased gradually over the years. It is generally accepted that the specialist level of training is the entry level for practicing school psychology throughout the country. In addition, many training programs have added doctoral components in order to allow students to further diversify their skills. One clear trend is the increased number of applied doctoral programs being developed each year. In particular, the Psy. D. degree is being utilized for the training of practitioner school psychologists.

Accreditation and credentialing in school psychology is becoming a tightly controlled process. Fundamentally, four organizations interrelate to control credentialing in school psychology and vocational school psychology. These include the National Association of School Psychologists, the National Council for Accreditation of Teacher Education, the American Psychological Association, and the American Personnel and Guidance Association. National accreditation of school psychology programs is important because it leads to more uniform quality control and relates directly to the ability of students to gain certification and/or licensure. For example, the National Council for Accreditation of Teacher Education has developed a reciprocity network throughout the country which allows

students to graduate from NCATE accredited programs to be instantaneously certified in 38 states.

In some states failure to graduate from a nationally accredited program results in inability to be licensed and/or certified. Students should be very careful in selecting programs which can meet appropriate accreditation requirements. Recent developments in the accreditation process suggest that programs in vocational school psychology may well be accredited by all four of the agencies cited above in the future.

The traditional diversity of faculty within school psychology programs has led in the development of a number of subspecialties within the field. In fact, review of school psychology programs throughout the country indicates that more specialists from outside the field of school psychology train school psychologists than those that are trained at the doctorate level in school psychology. Thus, school psychology programs contain faculty trained as school psychologists, counseling psychologists, behavioral interventionists, measurement psychologists, clinical psychologists, statisticians, social psychologists, child psychologists, and psychotherapists. Vocational school psychology programs have tended to develop in departments in which the counseling emphasis is very strong. Thus certain states such as California have unusually large number of programs with vocational school psychology components. Programs which are particularly noteworthy include: Northern Arizona Univeristy, California State University of Fresno, California State University of Hayword, the University of the Pacific, the University of Southern California, Okaloma State University, University of Utah, and James Madison University-Virginia Tech. It is reasonable to assume that as demands for competent school psychologists increase in vocational settings that more programs will add to vocational psychology components throughout the country.

A review of the vocational school psychology programs cited above indicates that the following general content areas are usually covered as core components of programs at the doctoral level:

Seminar in School Psychology
Seminar in Vocational School Psychology
Statistical and Research Design
Educational Assessment Techniques
Personality Assessment Techniques
Advanced Study of Exceptionalities
Applied Behavior Management
Principles and Techniques in Psychotherapy
Practicum
Neurological Assessment

Rehabilitational Counseling
Vocational Education for Exceptional Persons
Career Development
Advanced Vocational Assessment
Advanced Seminar: Issues in Vocational School Psychology
Research Design
Dissertation

In addition, students tend to elect minor concentrations in Rehabilitation Counseling, Family Counseling, Pupil Services Administration, Career Counseling, and Research Evaluation.

As we enter the 1980's the number of programs in school psychology which emphasize service to adult populations should increase. Further, the amount and level of training will gradually increase over time. As funding patterns change in the direction of favoring services for adult populations, appropriate changes in school psychology training programs may be incurred. In addition, numerous school psychology programs currently provide continuing education to their graduates at the post-specialist level. This should facilitate the development of additional skills in working with adults.

THE SCHOOL PSYCHOLOGIST'S ROLE IN THE COMPREHENSIVE REHABILITATION CENTER

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School psychology is considered one of the psychology disciplines that is sometimes subsumed under the broad field of rehabilitation psychology. School, counseling, and clinical psychologists are all employed within rehabilitation settings, each bringing to that setting a slightly different orientation and set of skills. The purpose of this paper is to describe the comprehensive rehabilitation center concept, and the Woodrow Wilson Rehabilitation Center programs, in particular. Considerations for conducting psychological assessments for rehabilitation decision making are described and the relative strengths and weakenesses that a traditionally trained school psychologist brings to the comprehensive rehabilitation setting are discussed.

The comprehensive rehabilitation center provides a wide variety of services and programs within one setting to a wide variety of clientele from late adolescence through adulthood. This represents a blending of medically oriented treatment disciplines with education and vocational training oriented disciplines. Traditionally, rehabilitation has focused more on those with physical or medically related disabilities. While the comprehensive center serves clientele with those problems, there are also programs for those with emotional/behavioral and developmental handicaps. The comprehensive rehabilitation center concept can be distinguished from the rehabilitation hospital concept, in that rehabilitation hospitals tend to focus primarily on medical aspects of disability and rehabilitation, with minimal emphasis on vocational aspects. Woodrow Wilson Rehabilitation Center (WWRC) is often viewed as the prototype of the comprehensive center. Disciplines represented include psychology, psychiatry, rehabilitation counseling,

medicine, nursing, occupational therapy, physical therapy, speech pathology, audiology, recreation, social work, pharmacy, rehabilitation engineering, academic education, and vocational training. Special services include vocational evaluation, medical rehabilitation, education and training, work adjustment, and specific grant programs for the deaf, brain injured, and spinal cord injured. Currently, approximately 60% of the clients served at WWRC have a primary disability of mental retardation or emotional/behavioral disorder.

The school psychologist working in the rehabilitation setting or the school psychologist who writes reports that will be utilized in rehabilitation planning must orient the report to assist with vocational decision making and programming. Rehabilitation professionals have criticized psychologists in the past for producing reports that are "too clinical" and not easily translatable into work or training placement decisions. The school psychologist needs to be able to take his/her psychological assessment data and answer questions relevant to the rehabilitation process. Typical rehabilitation questions might include: Does the person have the general cognitive ability to be successful in a certain occupation? Are there particular cognitive patterns that might be barriers to success in certain occupations? Are academic skills at a level appropriate for the materials encountered in certain occupations? What emotional/behavioral patterns should be considered in vocational planning? Does the person have adaptive behavior deficits that would be important to consider in the vocational setting?

As mentioned above, a variety of psychological disciplines work in rehabilitation settings, each possessing a unique set of competencies. The authors are both traditional school psychologists who have subsequently worked in a comprehensive rehabilitation center. These experiences have helped to delineate a number of strengths and weaknesses that the school psychologist brings to the rehabilitation setting. The *strengths* include: (1) Skills in behavioral management and consultation with classroom teachers. This skill easily generalizes to the workshop setting. (2) An orientation in psychological assessment of delineating assets and deficits to produce recommendations. This orientation is in contrast to the clinical descriptive view of assessment. (3) Skills in developing practical recommendations for use by instructional and training personnel. (4) Experience in multidisciplinary team decision making. (5) Skills in Individual Education Plan preparation, which is similar to the Individual Written Rehabilitation Plan. (6) Skills in observation of learning style that relate to vocational skill acquisition. (7) Knowledge of educationally handicapping conditions, particularly the non-medically related exceptionalities. (8) Experience in providing in-service training

for instructional and other personnel. A variety of *weaknesses* may also exist in the background of the typically trained school psychologist. (1) Limited background in more clinical personality assessment and adult psychopathology. (2) Limited skills in vocational assessment, counseling, and placement. (3) Limited knowledge in the areas of Adult Basic Education and General Education Development test preparation strategies. (4) Limited background in dealing with medically based and low incidence disabilities and limited experience in working with medical personnel. (5) Minimal training in neuropsychology. (6) Limited background in adult development. (7) Minimal experience in individual and group psychotherapy, particularly with adults. (8) Limited exposure to vocational rehabilitation guidelines, procedures, and legislation.

CETA PROGRAMS FOR THE HANDICAPPED AND THE ROLE OF SCHOOL PSYCHOLOGY — WORKING WITH CETA

Dr. Robert McGough
Virginia Tech

CETA, the Comprehensive Employment and Training Act, was approved and signed into law in 1973. It was subsequently amended in 1974, and more recently by Public Law 95-524 in 1978. It is designed to provide manpower service, education, training, and transitional employment to unemployed, underemployed, and economically disadvantaged people. The primary goal of all CETA activities is placement in full-time, permanent, and unsubsidized employment.

But CETA cannot do the whole job alone. That is why numerous opportunities for establishing linkages with local education agencies are provided in the legislation. Vocational education and CETA share many commonalities in program purpose, client groups served, responsibilities, and services. CETA and vocational education both serve unemployed, underemployed and economically disadvantaged people; in-school and out-of-school youth and adults; handicapped individuals, and displaced homemakers. CETA and vocational education both provide education and institutional skill training; work experience programs; on-the-job training; occupational upgrading and retraining; bilingual training; and follow-up services.

Then, how can CETA help the local education agency? Because of the heavy demand for services, CETA will often pay for salaries and fringe benefits; for program administrators, instructors, and counselors. CETA will also provide support for materials, equipment, space and utility charges, and travel associated with a program. Since many of those whom CETA services are economically disadvantaged, CETA funds may also be used to provide support services such as health care, child care, transportation, temporary shelter, assistance insecurity bonds, family planning srvices, legal services, and financial counseling. The results of cooperation can be advantageous for the local schools because they are able to supplement their funds by using CETA resources. People seeking job training benefit by having access to services provided by CETA that

may not be available through traditional vocational education programs. The taxpayers benefit because the cooperative efforts of CETA and local school systems avoid costly duplication and inappropriate use of limited resources. The community benefits because it is receiving additional resources which will lighten the burden it must carry to provide public assistance to the needy. As representatives of local education agencies, school psychologists can be an effective force in developing a cooperative relationship with CETA. CETA is willing to contract with local education agencies because often it does not have the technical expertise to design specific program activities for disadvantaged persons. CETA relies heavily upon the purchase of expertise and the subsequent monitoring of contracts which identify clearly defined goals, objectives, and procedures. That is where the local educator comes in; because they know best how to meet students' needs.

Let us look at some linkage opportunities that have proven successful—CETA legislation organizes Youth Employment and Training Programs (YETP) for youth between the ages of 14 and 21 who are in or out of school. These programs are designed to reduce the dropout rate for in-school students and enable out-of-school youth to complete their education. Many of the same students who qualify for vocational education work experience programs also qualify for YETP programs. The school coordinator is usually trained to supervise the learning for either set of students. Yet in many locations, these programs have been separated rather than integrated, and this results in additional administrative and staff costs. Working together, prime sponsors and educators can provide these students with work-related instruction and on-the-job training experiences that are worthwhile and cost-effective. CETA will often pay for virtually all the costs associated with such programs, including materials, supplies, equipment, travel, and salaries. Many also pay allowances to the young people enrolled. These allowances help provide the basic necessities for disadvantaged students who are trying to stay in an educational activity despite personal hardship. Thus, through supplementing each other's funding base, CETA is able to purchase expertise to design specific program activities for these young adults.

In Virginia, CETA funds seven large skill Centers. CETA and the local education system can share these facilities and schedule classes around the availability of rooms. When secondary students leave, the school system and CETA are able to share the cost of major equipment and supplies. Community colleges can also find CETA linkages effective. In addition to housing CETA skill centers, they can also provide short, intensive training to young adults. CETA-eligible clients can enroll in CETA-

approved vocational training programs in college. These students can then be mainstreamed into the community college environment.

How do local schools go about working with CETA? There are three types of CETA agencies to contract with: the CETA prime sponsor—a locally designated agency which represents an area with population of 100,000 or more. In some areas of Virginia, localities have jointly formed a consortium to represent the appropriately large population area. There are ten prime sponsor regions identified in the State of Virginia. The Balance-of-State is the eleventh prime sponsor and is often called the Governor's Prime Sponsorship. The Balance-of-State represents all other geographical areas of the State which are not under the jurisdiction of any other prime sponsor. The Governor's Employment and Training Council contracts for services with monies allocated to the Governor of Virginia for special projects.

The steps in contracting with a CETA agency vary. As an agency interested in applying for CETA funding you must know your local community, your client's needs, and the way CETA operates in your community. Because each prime sponsor organizes itself differently, find out whether your local prime sponsor operates its own CETA programs or contracts with existing community agencies. If your prime sponsor operates its own programs, you could refer your clients to CETA-run programs to take advantage of the skill training and OJT; or you could apply for participation at a work experience site. This means that CETA clients could be reimbursed for the cost of supervision and client wages, but not for counseling or other services.

School systems can also get on the list of approved vendors for CETA's individual referral program. Agencies offering skill training in an occupation listed in the CETA plan may be eligible to receive individual referrrals. If the local prime sponsor contracts with public and private agencies to provide CETA services, possibilities are more extensive. In addition to the approaches outlined, schools' agency could contract with local prime sponsors to operate one or more CETA programs. To do this you must prepare a proposal and administer a contract with the CETA agency; or you could sub-contract with another CETA agency to provide a portion of the services that contractor has agreed to perform.

No matter which way the prime sponsor is operated in the community, each must establish a planning council whose responsibility is to participate in the development of a comprehensive employment and training plan. In addition to the regular planning council, the Balance-of-State also has manpower planning sub-councils having the same

responsibility as the large council but limited to its geographic area. Attend planning council meetings to increase your knowledge of current issues being discussed. From these meetings, you can find out how much money will be available under different titles, the different stages in the planning cycle, and the activities of prime sponsors, program operators, etc. CETA and vocational education agencies have the opportunity to address jointly some of the economic problems that beset many people in this country. A cooperative effort can provide for more varied, creative, and comprehensive services to solve these problems in local communities. And cooperation can enhance the quality of the programs delivered and the cost-effectiveness of the services provided. Administrators of local agencies should consider all the benefits through CETA to the unemployed, underemployed, and economically disadvantaged.

For more information, please contact your local prime sponsor, Balance-of-State, or Governor's Employment and Training council in Richmond.

A SCHOOL PSYCHOLOGIST'S PARTICIPATION IN CETA PROGRAMS

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From 1977 through 1980 this writer actively participated in two separate CETA-type programs. Both were funded through grants and were formulated to give vocational guidance and training to high school aged disadvantaged students. In both instances the writer participated as a field supervisor, counselor and diagnostician. This article will briefly discuss these programs. In the process it will underscore those vocational assessment and counseling devices which seemed effective with disadvantaged students. Finally, it will address why school psychologists should seek to involve themselves in the daily workings of vocational training programs.

The writer worked initially with the Status Offenders Program which ran under a two year state grant. "SOAP", as it was called, served 14-17 year old disadvantaged students. Fundamentally, the program involved the exchange of a secondary reinforcer, in this case arranged employment, for compliance with the terms of a behavioral contract. That is, students were given 6-8 hours of work every Saturday if they consistently observed a pre-arranged list of rules. Students were further obligated to attend weekly counseling sessions. Participants not complying with the terms of their contract were not allowed to work the following Saturday. Typically, the contract included regular school attendance, avoidance of suspension, compliance with parental rules and requests, passing grades, etc. Referrals to the program came from juvenile courts, schools and parents.

Each Thursday, immediately after school, program participants reported for one hour of group "counseling." Two school psychologists directed this aspect of the program, working with groups of 8-10 students. The initial approach used in counseling students stressed standard group procedures. Leads, reflection, confrontation, reinforcement, were all employed in an attempt to verbally explore group thoughts and reactions. Such a strategy, however, proved totally inappropriate to the situation. These disadvantaged students were limited academically and were decidedly non-verbal. Typically, they were reluctant to speak in front of their peers and were

impatient to receive their weekly paycheck (which would be handed out at the hour's end). It was apparent that standard counseling techniques were ineffective. The group leaders then began to integrate career awareness and exploration procedures into the weekly sessions. Speakers were brought in from the Virginia Employment Commission, community colleges, local businesses and the armed forces. Stimulating films and field trips were arranged. Simulations of job interviews and work situations were based on role playing. "Bull sessions" were initiated to discuss the previous week's work experience. The goal of counseling thus changed from general self-exploration to career education. Group processes were aimed at familiarizing each student with post-high school vocational opportunities available within their communities. Ways and means of obtaining and maintaining employment were stressed. Other sessions emphasized money management. Essentially, each student was encouraged to begin thinking about their future in regard to being an independent adult.

This approach largely succeeded. Students began attending to what was happening in the weekly sessions and active participation increased. More importantly, the students adhered to the terms of their contracts. Suspensions dramatically decreased, domestic problems lessened. No student was arrested while enrolled in the program.

In August, 1979, the grant for SOAP expired. Encouraged by its success, SOAP's director submitted a new grant proposal under Title IV-A of the Comprehensive Employment and Training Act (CETA) for an alternative version of SOAP. The Youth Employability Program (YEP) was approved in the summer of 1979. This was essentially two separate programs. One group of disadvantaged students consisted of the same 14-16 year age bracket that SOAP serviced. YEP also worked with 16-20 year old disadvantaged dropouts. These students were offered part-time employment in exchange for their enrollment and active participation in an adult education program. A school psychologist was employed to service this older aged group of adolescents through vocational assessment and followup counseling. Occupational interests, aptitudes and attitudes were determined and discussed individually with each counselee. Employablity skills were practiced. The school psychologist futher recommended to the program director a proper part-time job for each student. Again, some difficulty arose in finding appropriate tests and counseling techniques for older, nonverbal and disadvantaged individuals. A test battery consisting of largely non-verbal pictorial tests of vocational interest and work skills was finally organized and administered. The general purpose of the program was to give older adolescents a realistic sense of the world of work while encouraging them to continue their schooling.

Unfortunately, student participation with the older group dropped from an original group of 10 to 3 by the program's end. Some exited the program voluntarily; others were simply fired from the job. A temporary cut-off of CETA funding by Congress exacerbated the problem.

In retrospect, it is possible to address specific program tools found to be effective in working with disadvantaged students. It is clear that individuals who counsel, assess and consult regarding special needs groups must be prepared to abandon or modify standard methods of operation. Both disadvantaged and handicapped youths typically do not respond in a constructive manner to highly verbal tests and counseling procedures. These are pupils who relate to concrete, visual, hands-on tasks. Tests should be pictorial in nature and counseling should be action based. Standard counseling techniques need to be utilized in one to one, rather than group situations. Supervision must be consistent and patient, without displaying an overly indulgent or demeaning attitude. Acceptance of alternative values and thinking is critical. The monetary and practical value of what is being accomplished should be stressed.

On a final note, this writer believes that the school psychologist is the professional best equipped to assess, counsel and consult in regards to special vocational needs. School psychologists work with such pupils daily. They are skilled in testing and consultation and are familiar with various counseling techniques. Moreover, no other school oriented professional has such a breadth of expertise and experience.

It is hoped that in years to come school psychologists will routinely work with the vocational demands of both special needs and "normal" children. The profession of school psychology must expand its horizons. If not, others will, and with far less effectiveness.

REFLECTIONS OF A SCHOOL PSYCHOLOGIST'S INVOLVEMENT WITH CETA FUNDED ALTERNATIVE SECONDARY SCHOOLS

C. Frederick Capps
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In recent years, the Comprehensive Employment and Training Act (CETA) has funded programs run by local school districts which provide alternatives to regular secondary education for students who have dropped out of school or appear to be on the verge of dropping out. The students served by these in-school CETA programs are between fourteen and twenty-one years of age and are "economically disadvantaged" and/or "handicapped" (mentally, physically, or emotionally) to such an extent that the handicap would restrict their opportunity to gain employment without assistance from the CETA program.

The specific purpose and techniques used in these programs tend to vary in terms of the exact population served (i.e. age, urban-rural, handicapped-disadvantaged, etc.), type of training (classroom, GED, Skill Center, etc.), and the amount of services provided (counseling, job placement, etc.). Despite the wide variety of specific objectives, they all have one major goal and that is to help students optimize their personal and career development so they will become productive tax paying citizens.

As a former teacher in a CETA alternative education program and a school psychologist who coordinates an Alternative School which receives partial CETA funding, I will use this presentation to reflect on my impressions of how school psychologists can facilitate these programs in meeting their goals. Services which school psychologists may address include:

1. **Program Planning.** In most instances, students referred to these programs have had some contact with a school psychologist because of learning and/or behavior problems. Usually, school

psychologists have followed these students throughout their educational careers. Because of this contact, the school psychologist is in optimal position to evaluate what needs are not being met that can be addressed in the program proposed. Thus, it is imperative that a school psychologist be an active participant in developing the rationale and objectives for the program.

2. **Staff Development.** This service is especially needed in the early stages of the program. In many instances staff members have had little previous experience working with academically unmotivated adolescents in an alternative school setting. Besides working with new staff, the school psychologist can work with seasoned staff in such areas as time and stress management techniques.

3. **Psychological Evaluation.** This process is important in determining which students should be offered the opportunity to participate in the program.

4. **Consultation.** The school psychologist can help the staff gain insight about individual students and how to deal with their specific problems. This is an especially important function because the staff members often feel alienated from the rest of the school system. Thus, they tend to be cautious about requesting services.

5. **Counseling.** Although counseling is usually provided on some level in these programs, additional therapeutic intervention is often needed by students and/or their families.

6. **Program Evaluation.** The school psychologist can monitor the program to help the staff continue to focus on the goals of the program. Here, the school psychologist can add insight about any modifications that need to be made in the future.

Traditionally, school psychologists have oriented their activity towards the school related needs of primary age students. Realistically, we need to refocus much of this attention to the skills students need to acquire in order to adjust to life once they leave school. Ways in which school psychologists can develop this new orientation include:

1. Gaining a working knowledge of career development theory.
2. Attending conferences such as this one on vocational education for the handicapped.
3. Developing skills in vocational assessment techniques.
4. Developing a library of occupational information resources in order to better understand the specific skills required in different jobs.
5. Begin to relate behavior observed during the assessment process to skills required in different occupations.

Once this new orientation has been developed, school psychologists will be better able to address the needs of handicapped students in becoming productive individuals.

EXEMPLARY VOCATIONAL COUNSELING PROGRAMS FOR HANDICAPPED PERSONS IN VIRGINIA

Dr. Carolyn Maddy-Bernstein
Virginia Vocational Guidance Programs

During the 1979-80 and 1980-81 school years, fifty-eight exemplary vocational guidance and counseling projects were funded in the Commonwealth of Virginia through Title II (Vocational Education) of P.L. 94-482. Twenty of the projects were designed to increase vocational guidance and counseling services for handicapped and/or disadvantaged persons. The other projects were designed to increase vocational guidance and counseling for adults, or by developing local guidance materials by developing comprehensive vocational guidance plans. Funds are also available for the 1981-82 year for the continuation of these projects, the selection of which will occur in the near future.

In way of background, the funding for these projects is available through the Division of Vocational Education through federal legislation. Although there is an expected 25% cut in that funding, exemplary projects will continue for the upcoming fiscal year.

The overall supervision of these exemplary projects is provided through the Virginia Polytechnic Institute & State University project entitled, "Virginia Vocational Guidance Programs." This is a statewide project with the major goal of planning, coordinating and supervising all activities enumerated by the State Plan for Vocational Education. Some of the other activities under the overall supervision of this program include *this* conference, the Statewide Conference for Vocational Guidance and Counseling, and the Statewide Conference for Vocational Directors, Guidance Supervisors and Educators.

Improving vocational guidance and counseling for handicapped persons was identified under the P.L. 94-482 legislation. Twenty of the exemplary projects were designed to address this provision. The remainder of this presentation will be devoted to some of the innovative and creative efforts contained in these projects.

The local grants have been awarded to public school systems. Community Colleges, two and four-year institutions, and others such as the Richmond

Chamber of Commerce and the Virginia Personnel and Guidance Association. Many of them contain common elements such as inservice programs, graduate level classes, and the development of materials. Some are quite unique.

One school system, for example, planned and conducted a two-day workshop for special education teachers, guidance counselors, and school psychologists which focused on the implementation of the *comprehensive* curriculum. This sytem also conducted a series of nine programs for parents of handicapped children. Some of the topics included "Work Options for Exceptional Children," "Parent Participation in Decision-Making," and "Legal Rights of the Handicapped." Other activities included a series of field trips for handicapped students and arranging a series of speakers for special education students to meet possible work role models.

A Community College Project entitled "Special Needs for Special People" developed and implemented an intensive "sign language" workshop through which "basics of 'signing' " were taught to a core of faculty, staff, counselors, and students. A four-year institution produced a series of six, one-half hour video-tapes for use with deaf students. Each tape focused on different aspects of career education such as decision-making, resume writing, etc. This project also involved the development and implementation of two graduate classes offering in-service training to community college personnel on career development of the deaf and the modification of teaching and counseling materials/strategies for use with the deaf.

A sheltered workshop was the recipient of a grant devoted to improve vocational guidance and counseling for handicapped people in order to increase job placement and lower employment barriers of vocationally trained handicapped students. A series of three workshops for employers was conducted. Workshop topics included handicapping conditions, problems and solutions in hiring the handicapped, and employer incentive programs such as tax credits.

Another project enabled a public school to provide a Guidance Information System (GIS) printout to over 2,000 disadvantaged and/or handicapped students and conduct a large career fair with emphasis on employment opportunities for the handicapped.

In summary, the twenty exemplary projects to improve vocational guidance for the handicapped have not only served as models for others in Virginia, but are of such caliber as to deserve national recognition. The benefits of these projects to individuals and to the profession is being recognized by the many they serve.

CONFERENCE SUMMARY

A SYNTHESIS AND REVIEW OF THE CONFERENCE FOR SCHOOL PSYCHOLOGISTS ON VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS

Dr. Douglas T. Brown
Past President, National Association of School Psychologists
James Madison University

During this conference we have heard numerous speakers review the various facets of vocational school psychology. Dr. Batsche has suggested that the traditional image of vocational education is not accurate. Vocational educators are currently training skilled persons in numerous fields including health, business management, and industrial applications. While a large percentage of students who could benefit from vocational education are handicapped, only a small percentage of handicapped money (2.1%) is devoted to vocational education. There are many problems in motivating vocational educators to work effectively with the handicapped. These include:

1. A lack of knowledge regarding the handicapped and assessment procedures for them.
2. A general negative attitude toward the handicapped.
3. Encouraging various agencies to cooperate in serving the handicapped (i.e., vocational education, special education and rehabilitation).
4. Development of the necessary curricula for vocational education of the handicapped.

Dr. Batsche has suggested that the school psychologist has a major potential role to play in developing appropriate assessment techniques for placing the vocational handicapped and aiding in the development of appropriate curricula for serving the handicapped through vocational education. The school psychologist is uniquely qualified to deal with the process of translating the unique learning pattern of the handicapped to effective vocational performance.

Dr. Hohenshil has suggested that Special Education, Career Education, Vocational Education, Vocational Rehabilitation, and School Psychology

can work together in serving the handicapped. Specifically, the school psychologist can provide diagnostic services, counseling services, in-service to teachers, referral services, program evaluation and research, and grant writing services to the vocationally handicapped. The school psychologist needs to develop specific competencies in career development, theory and research, vocational education programming, individual and group assessment strategies, and individual and group counseling strategies for the vocationally handicapped. In order to accomplish this, new training programs in vocational school psychology will need to be developed which focus on adolescents and adult handicapped populations. Both Dr. Hohenshil and Dr. Batsche have suggested that the movement of the population into the "over 30" age category will place increasing demands on services which relate to vocational, placement, and effective work functioning.

Dr. Fagan has suggested that a major population movement is taking place within the country and the school psychologist will need to begin to focus on serving this population. In working with adults, school psychologists will need to collaborate with numerous other groups (e.g., counselors, vocational educators, and rehabilitation counselors). In addition, the school psychologist's level of training will need to increase and diversify over time in order to meet the demand for the specialization which will be needed in order to provide services to an adult population.

Dr. Poplin has emphasized that we need to construct appropriate and detailed IEP's for the provision of special vocational education. She has very accurately pointed out that vocational educators traditionally are experts at task analysis and instructional sequencing. The combination of these skills with the knowledge of developmental and learning psychology possessed by school psychologists should result in more effective IEP's. In addition, the use of competency based curriculum and the blending of vocational education, special education, and school psychology should result in effective services to the vocationally handicapped.

A number of reaction panels discussed the contents of the presentation of our major speakers. The following concerns were expressed:

1. That vocational school psychology must be developed as a priority within school systems. Present priorities within school systems tend to focus on elementary and preschool students rather than secondary and post-secondary populations.

2. That appropriate training programs must be developed to upgrade the skills of school psychologists, particularly in the area of vocational assessment and programming.

3. That communication channels must be increased among school psychologists, special educators, vocational educators, and rehabilitation counselors. This was identified as a fundamental need in that in most school systems these groups have relatively little joint communication at the present time. In relation to this need, a desire to increase the awareness of vocational education among school psychologists was also expressed.

4. Attitude and bureaucratic resistance to the provision of school psychology services to vocational education was cited as a major hindrance at the present time.

5. The entire area of serving post-secondary populations was cited as one which school psychology needs to become intensely involved.

During the conference numerous workshops were presented detailing the skill areas associated with vocational school psychology. These included vocational assessment procedures for the handicapped, vocational education programs for the handicapped in Virginia, parent training for the vocationally handicapped, and a number of workshops dealing with funding patterns in vocational education and with training of vocational school psychologists. These workshops were designed to provide participants with specific skills and information related to vocational school psychology and to increase awareness of other professional specialties involved with providing vocational and career skills.

A number of major recommendations resulted from the conference. These included the following:

1. That all school psychology programs should contain a vocational education component as part of their core curriculum. In addition, a number of specialist and doctoral programs should be developed in vocational school psychology.
2. School psychology training programs should be encouraged to develop training efforts which emphasize settings other than the traditional public school setting.
3. The State Department of Education should include in its planning the need for post-secondary services. This is particulary true with the services to the handicapped at that level.
4. School psychology may wish to redefine itself as providing services along the total life span continuum, rather than restricting its services within the 2 to 21 year old group.
5. Vocational school psychological services should be written into future legislation involving the vocationally handicapped.

6. School psychologists should begin to provide services in University counseling settings, community college settings and other post-secondary educational systems.

7. The entire area of post-secondary services should be a major topic at the upcoming Olympia Conference in Wisconsin.

APPENDICES

CONFERENCE FOR SCHOOL PSYCHOLOGISTS ON SECONDARY VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS

May 18 & 19, 1981
Donaldson Brown Center for Continuing Education
College of Education
Virginia Tech

Purpose

This Conference is designed to familiarize school psychologists with vocational education programs for handicapped persons, and roles that school psychologists can play in these programs. The Conference is supported through a vocational education grant in accordance with the Virginia State Plan for Vocational Education. It is our hope that the activities over the next two days will facilitate the expansion of school psychological services at the secondary school level in general, and especially in occupational preparation programs.

CONFERENCE FOR SCHOOL PSYCHOLOGISTS ON VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS

May 17, 1981

5:00 - 8:00 p.m.	CONFERENCE REGISTRATION (Lobby of Donaldson Brown Center for Continuing Education)

May 18, 1981

7:00 - 9:00 a.m.	BUFFET BREAKFAST (Main Dining Room)
8:00 - 9:00 a.m.	CONFERENCE REGISTRATION (Lobby)
9:00 - 9:30 a.m.	CONFERENCE INTRODUCTION AND OVERVIEW
9:30 - 10:00 a.m.	VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS: STATE OF THE ART (Main Auditorium) Dr. Catherine Batsche, Director Illinois Network of Occupational Programs for Handicapped Students Illinois State University
10:30 - 11:30 a.m.	ROLES FOR SCHOOL PSYCHOLOGY IN VOCATIONAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS (Main Auditorium) Dr. Thomas H. Hohenshil, Chairperson NASP National Committee on Vocational School Psychology Virginia Tech
11:30 - 12:00	PANEL REACTION (Members to be announced)
12:00 - 1:30 p.m.	LUNCH (Main Dining Room)
1:30 - 2:30 p.m.	CONCURRENT SPECIAL INTEREST GROUPS Vocational Assessment Procedures for Handicapped Students Using an Assessment Center Approach (Front Auditorium) Dr. David Mutter Mr. Robert McClung Southeastern Cooperative Educational Programs (Norfolk)

Vocational Assessment Procedures for Handicapped Students: A Generic Approach
(Back Auditorium)
Mr. Tommy Barber
Galax Public Schools

Vocational Education Programs for Handicapped Students in Virginia
(Conference Room F)
Ms. Doris DeVries
Virginia State Department of Education

Vocational Counseling (Career Planning) Processes for Handicapped Students
(Conference Room F)

Vocational Counseling (Career Planning) Processes for Handicapped Students
(Conference Room G)
Dr. Charles Humes
Dr. Dean Hummel
Virginia Tech

Helping Parents to Assist Their Handicapped Child Plan A Career
(Conference Room B)
Dr. Carl McDaniels
Virginia Tech

Training In Vocational School Psychology
(Conference Room C)
Dr. Douglas Brown
James Madison University

School Psychology/Vocational Rehabilitation Relationships
(Conference Room A)
Dr. H. Thompson Prout
James Madison University

Dr. Kenneth Shelton
Woodrow Wilson Vocational Rehabilitation Center

CETA Programs for Handicapped & Role of School Psychology
(North Lounge)
Dr. Robert McGough
Mr. John Shepard
Virginia Tech

Mr. Fred Capps
Greene County Schools

Exemplary Vocational Counseling Programs for Handicapped Persons in Virginia
(Committee Room)

Dr. Carolyn Maddy-Bernstein, Associate Director
Virginia Vocational Guidance Programs

2:40 - 3:45 p.m. — REPEAT OF CONCURRENT SPECIAL INTEREST GROUPS

1:00 - 5:00 p.m. — REPEAT OF CONCURRENT SPECIAL INTEREST GROUPS

6:00 - 7:00 p.m. — ATTITUDE ADJUSTMENT (SOCIAL) HOUR
(Main Dining Room)

7:00 - 9:00 p.m. — BANQUET
(Main Dining Room)

Banquet Speaker:

CURRENT TRENDS IN SCHOOL PSYCHOLOGY
Dr. Thomas Fagan, President
National Association of School Psychologists
Memphis State University

May 19, 1981

7:00 - 9:00 a.m. — BUFFET BREAKFAST
(Main Dining Room)

9:00 - 10:00 a.m. — THE DEVELOPMENT AND EXECUTION OF THE VOCATIONAL IEP: WHO DOES WHAT, WHEN, TO WHOM
(Main Auditorium)
Dr. Pat Poplin, Coordinator
Teacher Education Programs for Handicapped Vocational Students
Virginia Tech

10:00 - 10:30 a.m. — PANEL REACTION (Members to be announced)

10:30 - 11:00 a.m. — CONFERENCE SUMMARY
(Main Auditorium)
Dr. Douglas Brown, Past President
National Association of School Psychologists
James Madison University

11:00 - 12:00 — ADJOURN & PROCESSING OF EXPENSE VOUCHERS
Dr. Thomas H. Hohenshil
Virginia Tech

VOCATIONAL SCHOOL PSYCHOLOGY/ VOCATIONAL EDUCATION AND COUNSELING FOR THE HANDICAPPED

(selected references)

Developed By:
National Committee on Vocational School Psychology
National Association of School Psychologists

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Thomas K. Fagan
Thomas H. Hohenshil, Chairperson
H. Thompson Prout

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